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ABSTRACT

Utilization of the instruments presented in this collection allows site administrators to assess their own performance and the operation of their schools. These instruments allow principals to assess such factors as school climate, student and citizen opinion of the school, the principal's and staff's philosophies and assumptions, school organization and performance, staff's and principal's perception of school problems, and school communication. Also included are instruments to assess individualized instruction, inservice needs, school problem-solving, management style, and the staff's perception of needs. (Author/JM)

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ASSESSMENT ALTERNATIVES

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Have you seen these Project Leadership materials?

- Introductory Component
- Needs Assessment Component
- Problem Solving Component
- Management Planning Component
- Assessment Alternatives Component
- Delphi Technique & Target Game
- Time Management
- Resources Book
- Decentralization, Participative Management, Working Models
- Presentors Guides are Available on Numerous Topics for the Conduct of Workshops

For more information, contact Project Leadership Office.

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ASSESSMENT ALTERNATIVES COMPONENT

INTRODUCTION

Every successful manager-leader, whether in business or education, finds it advantageous to periodically check his intuitive insight into the operation for which he is responsible. This assessment may range from physical facilities to aesthetics, morale, and/or his leadership-managerial style. Usually, or far too frequently, the method of assessment is informal, consequently more subjective than objective for the manager has a tendency to observe or perceive only what he wants to observe.

More and more modern managers-leaders are finding it to their personal advantage, as well as leading to the better achievement of the institution's goals, to utilize somewhat more formalized and objective assessment techniques to *validate their perceptions or to provide them new insights into areas which are problems or could soon become problems.*

AN OUNCE OF PREVENTION . . . . . .

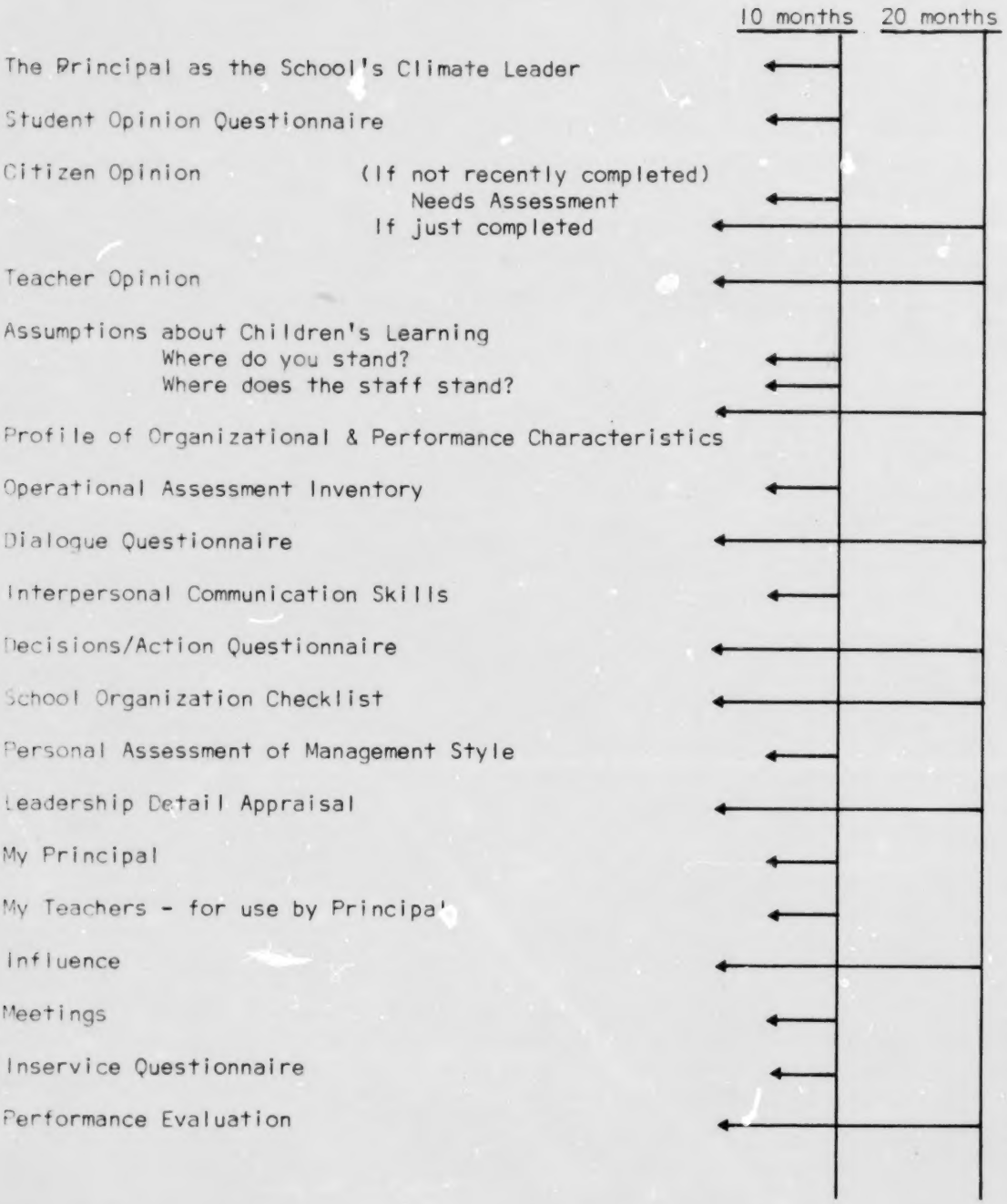
This Assessment Alternatives Component is designed to provide site administrators with some sample strategies which may be utilized as is or modified to meet specific needs. Additional instruments are provided in "A Supplement To Assessment Alternatives."

Utilization of most of the forms is self-explanatory. Usually the purpose is for a self-assessment, or when utilized with groups a common averaging of results is adequate. With some of the forms the range of distribution may also be significant. Where it was believed more specific instructions would be helpful, they were provided with the particular instrument.

It is believed by your authors that every site administrator should have some sort of a formalized plan to assess the operation of his school on a ten or twenty-month basis. Care and discretion should be exercised so as not to "overkill" or overburden the staff with survey forms, but that should not be utilized as an excuse for none.

An example of a simple plan might be as follows:

SAMPLE ASSESSMENT PLAN



(Each principal would develop his own plan based upon his perceived needs.)

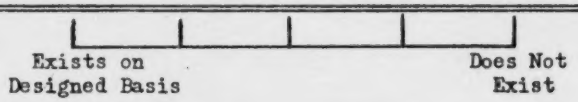
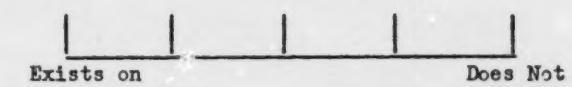
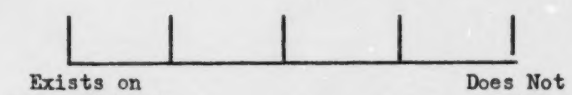
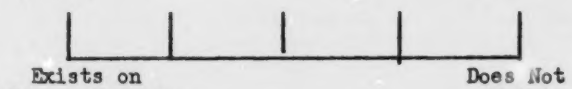
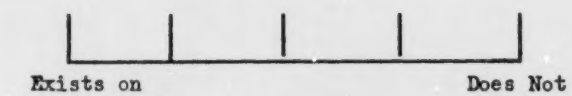
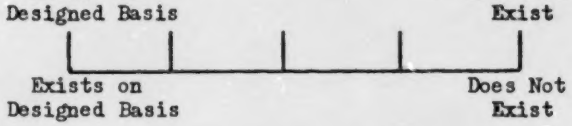
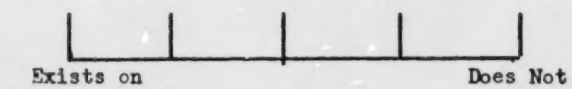
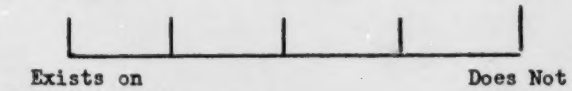
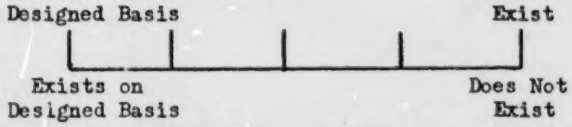
Usually each form would be utilized only once in each twenty-month or two-year cycle. Sometimes the entire population might be sampled, and with other forms perhaps just a sampling.

THE PRINCIPAL AS THE SCHOOL'S CLIMATE LEADER

CHARACTERISTICS OF A POSITIVE SCHOOL CLIMATE

The school's learning climate or environment is the aggregate of social and cultural conditions that influence an individual's quality of life in school, groups of people within the school, and the school as a community. Climate also includes the design and conduct of the school's subject area curricula, extracurricular activities, guidance and counseling.

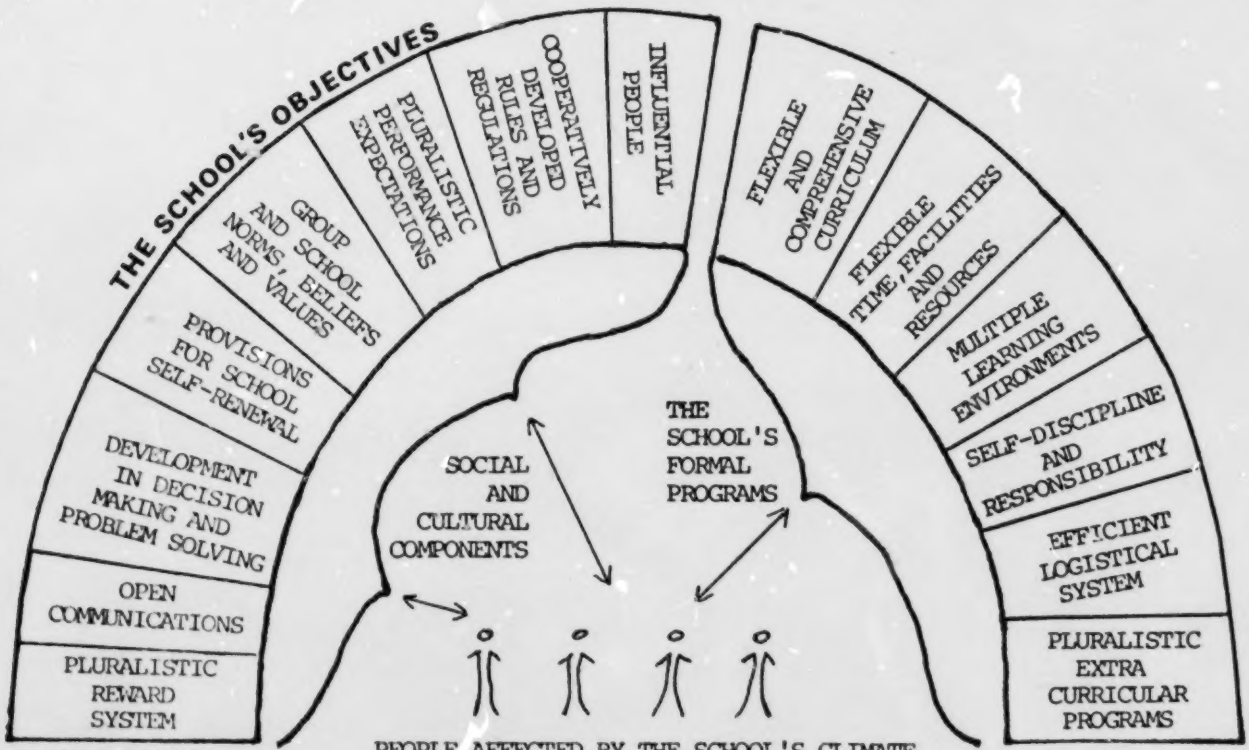
The following rating scale and diagram chart present some of the more important characteristics of a wholesome, student-serving school climate.

DESIRABLE SCHOOL CLIMATE CHARACTERISTIC	TO WHAT EXTENT IS THE CHARACTERISTIC TYPICAL OF YOUR SCHOOL? THE CHARACTERISTIC -
THE SCHOOL'S OBJECTIVES are clearly stated and understood by students, staff and parents. They serve as reference points for school improvements, decision making, and day-to-day operations.	 Exists on Designed Basis — Does Not Exist
SOCIAL AND CULTURAL CONDITIONS Pluralistic Reward Systems minimize punishment and emphasize positive reinforcement of effective behavior. The school provides wide variety of ways staff and students can be productive and successful.	 Exists on Designed Basis — Does Not Exist
2. Open Communication Channels consist of frequently used communication lines which cross age, clique, racial, sex, and hierarchial barriers.	 Exists on Designed Basis — Does Not Exist
3. Involvement in Decision Making and Problem Solving exists for widespread participation by students, staff, interested parents, and others in improving the school. Each person within the school is involved in shaping that part of the school which affects him most.	 Exists on Designed Basis — Does Not Exist
4. School Self-Renewal is characterized by constant improvement and change as the institution seeks to adjust to people and societal needs.	 Exists on Designed Basis — Does Not Exist
5. Group and School Norms, Beliefs, and Values of the school are consistent and clear to students, staff, and parents, and reasonably well accepted by them.	 Exists on Designed Basis — Does Not Exist
6. Pluralistic Performance Expectations are reasonable, flexible, and take into account individual differences among people. Individuals are frequently encouraged to set their own performance goals.	 Exists on Designed Basis — Does Not Exist
Rules and Regulations are cooperatively determined, clearly stated, and viewed as reasonable and desirable by those affected. All necessary rules and regulations are stated.	 Exists on Designed Basis — Does Not Exist
8. Characteristics of Influential People in leadership positions are authentic, warm, and sensitive. They care about others and about their school.	 Exists on Designed Basis — Does Not Exist

See "School Climate," Phi Delta Kappa, Bloomington, Indiana, for more detailed form and next steps.

DESIRABLE SCHOOL CLIMATE CHARACTERISTIC	TO WHAT EXTENT IS THE CHARACTERISTIC TYPICAL OF YOUR SCHOOL? THE CHARACTERISTIC -
EDUCATIONAL CONDITIONS	
1. Flexible Use of Time, Facilities, and Human and Material Resources. The school makes available to individuals a wide variety of options regarding how they can use such resources. It also provides extensive independent resources needed for productive work.	Exists on Designed Basis ——— Does Not Exist
2. Flexible, Open-Ended Curriculum provides a wide variety of pace and content options to learners. It is not assumed that all learners in a group have the same content needs or that most will learn at the same rate.	Exists on Designed Basis ——— Does Not Exist
3. Multiple Learning Environments exist for teachers and students.	Exists on Designed Basis ——— Does Not Exist
4. Self-Discipline and Responsibility. The school has designed and sequential experiences for students to gain these characteristics.	Exists on Designed Basis ——— Does Not Exist
5. Efficient Logistical System. School procedures enable all individuals to efficiently acquire material resources needed for productive work.	Exists on Designed Basis ——— Does Not Exist
6. Pluralistic Extracurricular Programs serve all staff and students, and are subject to constant reorganization as staff and student needs change. To the greatest extent possible such activities are offered on an open enrollment basis.	Exists on Designed Basis ——— Does Not Exist

CHARACTERISTICS OF A POSITIVE SCHOOL CLIMATE


THE SCHOOL'S OBJECTIVES
INFLUENTIAL PEOPLE
COOPERATIVELY DEVELOPED RULES AND REGULATIONS
PLURALISTIC PERFORMANCE EXPECTATIONS
GROUP AND SCHOOL NORMS, BELIEFS AND VALUES
PROVISIONS FOR SCHOOL SELF-RENEWAL
DEVELOPMENT IN DECISION MAKING AND PROBLEM SOLVING
OPEN COMMUNICATIONS
PLURALISTIC REWARD SYSTEM
FLEXIBLE AND COMPREHENSIVE CURRICULUM
FLEXIBLE TIME, FACILITIES AND RESOURCES
MULTIPLE LEARNING ENVIRONMENTS
SELF-DISCIPLINE AND RESPONSIBILITY
EFFICIENT LOGISTICAL SYSTEM
PLURALISTIC EXTRA CURRICULAR PROGRAMS
SOCIAL AND CULTURAL COMPONENTS
THE SCHOOL'S FORMAL PROGRAMS
PEOPLE AFFECTED BY THE SCHOOL'S CLIMATE
(Pupils, Staff, Parents, Etc.)

by CFK Limited
Denver, Colorado

STUDENT-OPINION QUESTIONNAIRE

Date_____ Grade_____ Male___ Female____ Course Department _____

Please circle the item which best expresses your answer to each question.

1. The knowledge this teacher has of the subject taught?
(Has he a thorough knowledge and understanding of his teaching field?)

Below Average Average Good Very Good The Very Best

2. The ability of this teacher to explain clearly?
(Are assignments and explanations clear and definite?)

Below Average Average Good Very Good The Very Best

3. This teacher's fairness in dealing with students?
(Is he fair and impartial in treatment of all students?)

Below Average Average Good Very Good The Very Best

4. The ability of this teacher to keep good discipline?
(Does he keep good control of the class without being harsh? Is he firm but fair?)

Below Average Average Good Very Good The Very Best

5. The sympathetic understanding shown by this teacher?
(Is he patient, friendly, considerate and helpful?)

Below Average Average Good Very Good The Very Best

6. The ability this teacher has to make classes interesting?
(Does he show enthusiasm and a sense of humor? Does he vary teaching procedures?)

Below Average Average Good Very Good The Very Best

7. The ability of this teacher to get things done in an efficient and businesslike manner?
(Are plans well made? Is little time wasted?)

Below Average Average Good Very Good The Very Best

8. The skill this teacher has to get students to think for themselves?
(Are students' ideas and opinions worth something in this class? Do students help decide how to solve problems and how to get their work done? Do they get at the real reasons why certain things happen?)

Below Average Average Good Very Good The Very Best

9. The general (all-around) teaching ability of this teacher?
(All things considered, how close does this teacher come to your ideal?)

Below Average Average Good Very Good The Very Best

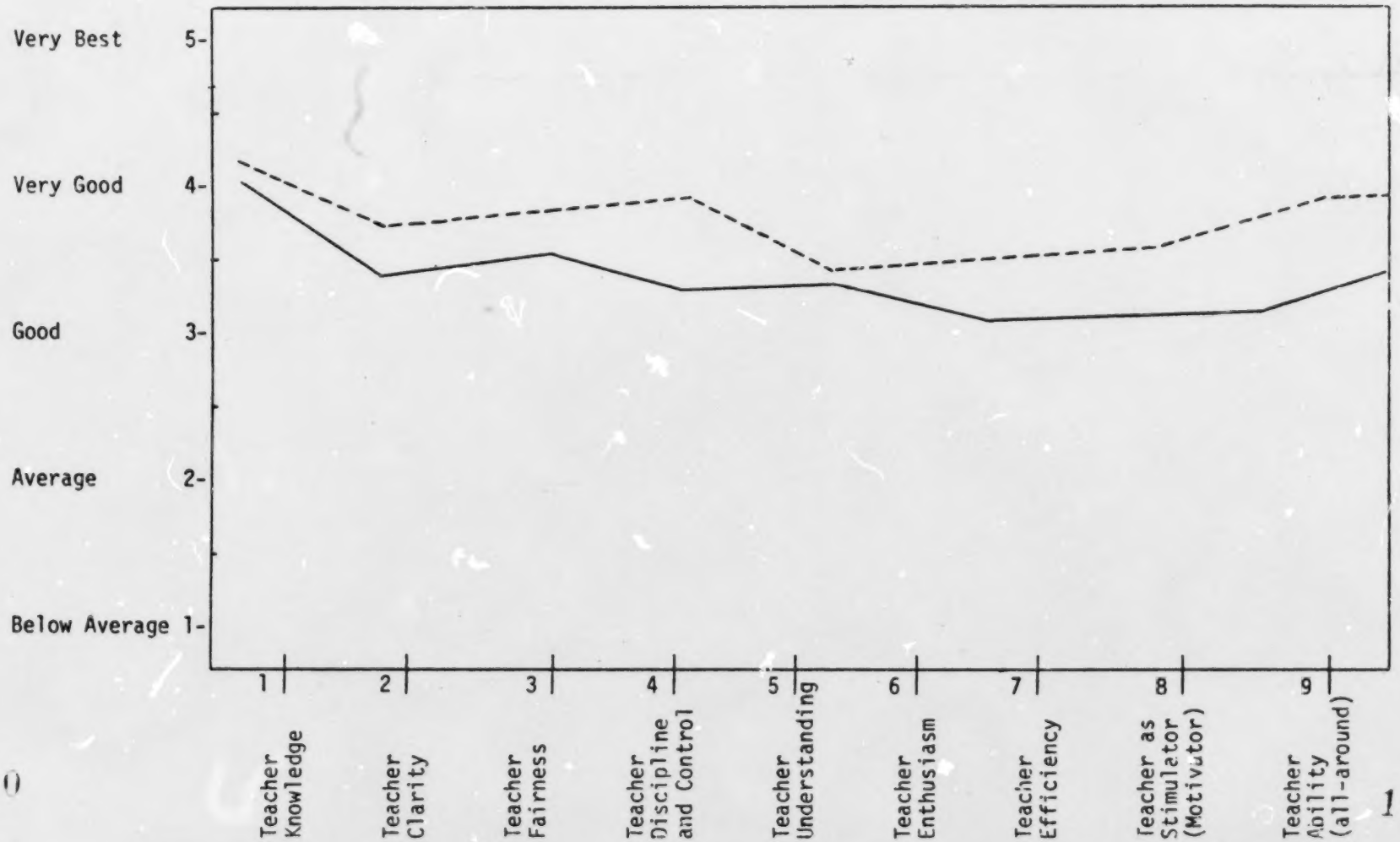
Dr. W. Hawkins
Dr. T. Fine

Student Opinionnaire
Summary Sheet

Fifth Grade
Identification

Mean Scores

Total School _____
Grade Level - - - - - - - - - -



SCHOOL _____

GRADE _____

HOW ARE WE DOING? . . .

We really want to know.

As parents of children enrolled in our schools, you are probably our best source of information in determining the effectiveness of the District's programs and staff.

The questions in this survey are designed to help us assess ourselves — to know how well we are carrying out our commitments, and whether or not our programs meet the needs and expectations of the community.

We want to make Newport-Mesa the best of all educational worlds for students; your thoughtful response to this survey will help us make that world a reality.

Cordially,

John W. Nicoll

John W. Nicoll
Superintendent
Newport-Mesa Unified School District

If you have questions regarding this survey,
please call the Superintendent's Office, 645-0600.

PARENTS: For each question, please place a check mark in the column you think provides the most appropriate response. If you wish to make additional comments, space has been provided following each question.

If you have more than one child in our schools, you will receive a form for each child. This will enable you to provide a response for the different grades in which your children are enrolled.

Please return the form in the enclosed envelope by **February 15.**

- If your child is enrolled in a Special Education program, please check this box ..... ☐

GENERAL INFORMATION

	YES	NO		YES	NO
1. Has your child ever attended school in another district?			5. Does your child's school program provide him with the opportunity he needs to work or study independently?		
2. If your child has attended school in another district, does the Newport-Mesa District compare favorably with that district?			6. Does your child's school program provide him with the necessary materials to work or study independently?		
3. The Newport-Mesa Unified School District believes that each student should receive instruction which is appropriate to his individual needs. Do you agree with this concept of individualized instruction?			7. Do you feel enough emphasis is being placed on the "three R's" — the basic subjects such as reading, writing, arithmetic?		
4. Do you feel your child is recognized as an individual by his teachers, rather than as part of a group?			8. Are you supplementing the classroom instructional program with special assistance from private sources such as tutors, reading clinics, and so on?		

INSTRUCTIONAL PROGRAM	YES	NO	Does Not Apply To My Child's Class
It is one of the goals of Newport-Mesa to continue to improve the educational program for its students. In your opinion, has the District improved the educational program during the past two years in your child's school in the following subject areas?			
9. Reading			
10. Mathematics			
11. English			
12. Spelling			
13. Handwriting			
14. Science			
15. Social Studies			
16. Art			
17. Instrumental Music			
18. Vocal Music			
19. Physical Education			

STUDENT ATTITUDES	YES	NO
20. In general, do you feel your child is developing good study habits?		
21. In general, do you feel your child is developing good habits of citizenship as a result of his school experiences?		
22. In general, do you feel your child has a positive attitude toward school?		
23. In general, do you feel your child is gaining in self-confidence as a result of his school experiences?		
HOME-SCHOOL COMMUNICATIONS		
24. Is your child's teacher available to talk with you when the need arises?		
25. Have you had a conference with your child's teacher this school year?		
26. Do you find your conferences with your child's teacher informative?		
27. Do you feel the District's reporting method (report cards and a Parent/Teacher conference) is adequate?		
28. Is the pricinpal of your child's school available for conferences?		
29. Is action taken by the principal when a problem has been discussed with him?		
30. Do you feel the principal of your child's school provides adequate communications to parents regarding the school program?		
31. Do you feel the Superintendent and his staff provide adequate information to the community about the schools?		
32. Do you feel that newspaper coverage of the District is adequate and positive?		

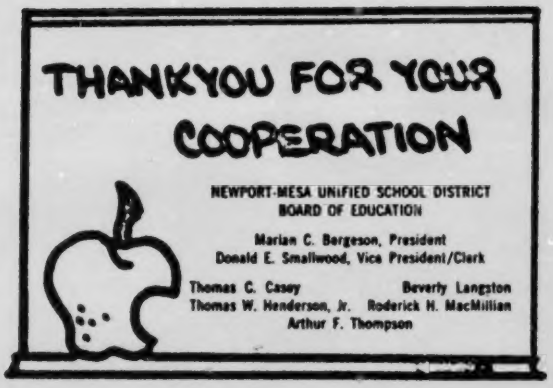
COMMENTS

What would you like to see happen in your child's school in the future?

What program at your school has been the most beneficial for your child?

Your further comments and observations:

SIGNATURE _____
(optional)



WHERE DO YOU STAND

by James Olivero, Nueva Day School, Hillsborough, California

Instructions: Mark an "X" somewhere along each line which best represents your own feelings about each statement. Mark an "O" somewhere along each line which best represents how you feel the school is functioning relative to each of the statements.

I. ASSUMPTIONS ABOUT CHILDREN'S LEARNING

Motivation

Assumption 1: Children are innately curious and will explore their environment without adult intervention.

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

Assumption 2: Exploratory behavior is self-perpetuating.

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

Conditions for Learning

Assumption 3: The child will display natural exploratory behavior if he is not threatened.

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

Assumption 4: Confidence in self is highly related to capacity for learning and for making important choices affecting one's learning.

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

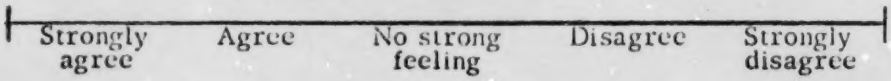
Assumption 5: Active exploration in a rich environment, offering a wide array of manipulative materials, will facilitate children's learning.

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

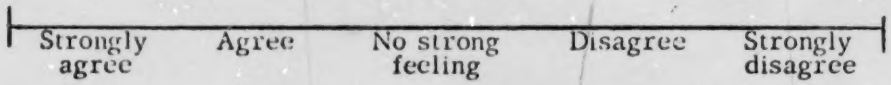
Assumption 6: Play is not distinguished from work as the predominant mode of learning in early childhood.

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

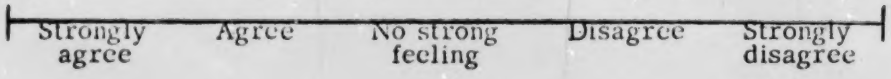
Assumption 7: Children have both the competence and the right to make significant decisions concerning their own learning.



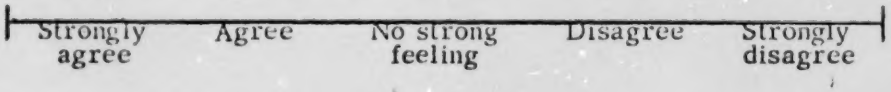
Assumption 8: Children will be likely to learn if they are given considerable choice in the selection of the materials they wish to work with and in the choice of questions they wish to pursue with respect to those materials.



Assumption 9: Given the opportunity, children will choose to engage in activities which will be of high interest to them.

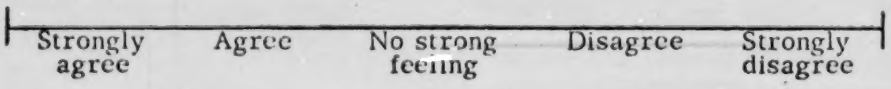


Assumption 10: If a child is fully involved in and is having fun with an activity, learning is taking place.

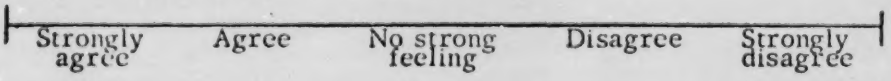


Social Learning

Assumption 11: When two or more children are interested in exploring the same problem or the same materials, they will often choose to collaborate in some way.

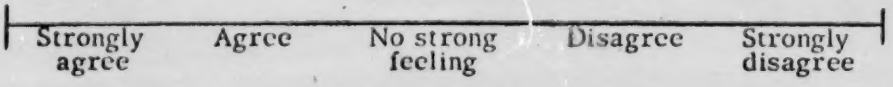


Assumption 12: When a child learns something which is important to him, he will wish to share it with others.

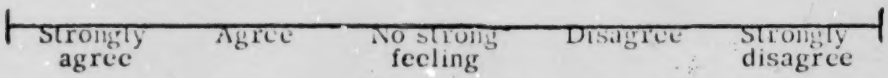


Intellectual Development

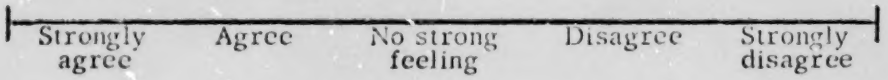
Assumption 13: Concept formation proceeds very slowly.



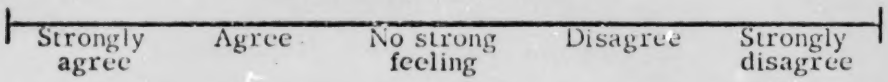
Assumption 14: Children learn and develop intellectually not only at their own rate but in their own style.



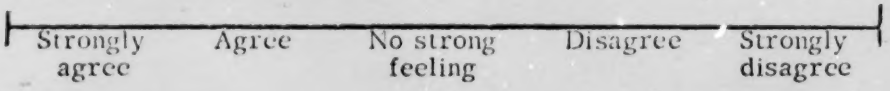
Assumption 15: Children pass through similar stages of intellectual development, each in his own way and at his own rate and in his own time.



Assumption 16: Intellectual growth and development take place through a sequence of concrete experiences followed by abstractions.

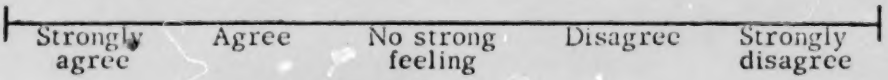


Assumption 17: Verbal abstractions should follow direct experience with objects and ideas, not precede them or substitute for them.

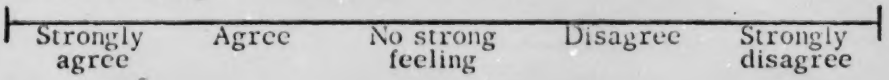


Evaluation

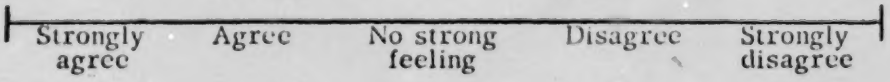
Assumption 18: The preferred source of verification for a child's solution to a problem comes through the materials he is working with.



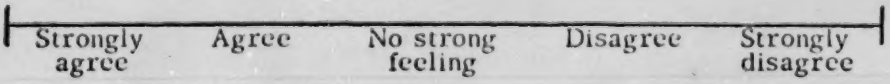
Assumption 19: Errors are necessarily a part of the learning process; they are to be expected and even desired for they contain information essential for further learning.



Assumption 20: Those qualities of a person's learning which can be carefully measured are not necessarily the most important.



Assumption 21: Objective measures of performance may have a negative effect upon learning.



Assumption 22: Learning is best assessed intuitively, by direct observation.

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

Assumption 23: The best way of evaluating the effect of the school experience on the child is to observe him over a long period of time.

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

Assumption 24: The best measure of a child's work is his work.

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

II. ASSUMPTIONS ABOUT KNOWLEDGE

Assumption 25: The quality of being is more important than the quality of knowing; knowledge is a means of education, not its end. The final test of an education is what a man is, not what he knows.

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

Assumption 26: Knowledge is a function of one's personal integration of experience and therefore does not fall into neatly separate categories or "disciplines."

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

Assumption 27: The structure of knowledge is personal and idiosyncratic; it is a function of the synthesis of each individual's experience with the world.

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

Assumption 28: Little or no knowledge exists which it is essential for everyone to acquire.

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

Assumption 29: It is possible, even likely, that an individual may learn and possess knowledge of a phenomenon and yet to be unable to display it publicly. Knowledge resides with the knower, not in its public expression.

Strongly agree	Agree	No strong feeling	Disagree	Strongly disagree

WHERE DO YOU STAND?

for use by Principal and/or Staff

This instrument helps those utilizing it to determine the relationship between personal values and their perceptions of institutional practices. Reasonably, the greater the agreement between these elements, the greater the probability that shared decision making will function smoothly in a school setting.

Additional resources -- See Shared Decision Making Training Program of ACSA Project Leadership for other instruments and training programs related to "Shared Decision Making" and an individual's need to control others.

Instructions:

PROFILE OF ORGANIZATIONAL AND PERFORMANCE CHARACTERISTICS

On the lines below each organizational variable (item), please circle the letter which, *in your experience*, describes your school organization at the present time. Treat each item as a continuous variable from the extreme at one end to that at the other and circle one letter only for each statement.

LEADERSHIP PROCESSES USED	A	B	C	D
1) Extent to which principal has confidence and trust in teachers.	Has no confidence and trust in teachers. a b c d e	Has condescending confidence and trust, such as master has to servant. a b c d e	Substantial but not complete confidence and trust; still wishes to keep control of decisions. a b c d e	Complete confidence and trust in all matters. a b c d e
2) Extent to which principal behaves so that teachers feel free to discuss openly important things about their work.	Teachers do not feel at all free to discuss things about the work with their principal. a b c d e	Teachers do not feel very free to discuss things about the work with their principal. a b c d e	Teachers feel rather free to discuss things about the work with their principal. a b c d e	Teachers feel completely free to discuss things about the work with their principal. a b c d e
3) Extent to which principal tries to get teachers' ideas and opinions and make constructive use of them in solving school problems.	Seldom gets ideas and opinions of teachers in solving school problems. a b c d e	Sometimes gets ideas and opinions of teachers in solving school problems a b c d e.	Usually gets ideas and opinions and usually tries to make constructive use of them. a b c d e	Always gets ideas and opinions and always tries to make constructive use of them. a b c d e
4) Extent to which teachers, in turn, have confidence and trust in principal.	Have no confidence and trust in principal. a b c d e	Have subservient confidence and trust, such as servant has in master. a b c d e	Substantial but not complete confidence and trust. a b c d e	Complete confidence and trust. a b c d e
5) Extent to which principal displays supportive behavior toward others.	Displays no supportive behavior or virtually none. a b c d e	Displays supportive behavior in condescending manner and situations only. a b c d e	Displays supportive behavior quite generally. a b c d e	Displays supportive behavior fully and in all situations. a b c d e

	A	B	C	D
6) Manner in which principal attempts to motivate staff activities.	Fear, threats, punishment, and occasional rewards. a b c d e	Rewards and some actual or potential reprimands. a b c d e	Rewards, occasional reprimands, and some involvement in goal setting and evaluation. a b c d e	Group participation and involvement in setting goals, improving methods, appraising progress toward goals, etc. a b c d e
7) Amount of responsibility felt by each teacher for achieving the school's goals.	District Administrators feel responsibility; lower levels feel less; teachers feel little and often welcome opportunity to behave in ways to defeat school's goals. a b c d e	Principal usually feels responsibility; teachers usually feel relatively little responsibility for achieving school's goals. a b c d e	Substantial proportion of personnel, especially at high levels, feel responsibility and generally behave in ways to achieve the organization's goals. a b c d e	Personnel at all levels feel real responsibility for organization's goals and behave in ways to implement them. a b c d e

CHARACTER OF COMMUNICATION PROCESS

8) Amount of interaction and communication aimed at achieving school's objectives.	Very little. a b c d e	Little. a b c d e	Quite a bit. a b c d e	Much with both individuals and groups. a b c d e
9) Direction of information flow.	Downward. a b c d e	Mostly downward. a b c d e	Down and up. a b c d e	Down, up, and with peers. a b c d e
10) Extent to which downward communications are accepted by teachers.	Viewed with great suspicion. a b c d e	May or may not be viewed with suspicion. a b c d e	Often accepted but at times viewed with suspicion; may or may not be openly questioned. a b c d e	Generally accepted, but if not, openly and candidly questioned. a b c d e

	A	B	C	D
11) Accuracy of upward communication, teachers to principal.	Tends to be inaccurate. a b c d e	Information that principal wants to hear flows; other information is restricted & filtered. a b c d e	Information that principal wants to hear flows; other information may be limited or cautiously given. a b c d e	Accurate. a b c d e
12) Psychological closeness of principal to teachers (i.e., how well does principal know and understand problems faced by teachers).	Has no knowledge or understanding of problems of teachers. a b c d e	Has some knowledge and understanding of problems of teachers. a b c d e	Knows and understands problems of teachers quite well. a b c d e	Knows and understands problems of teachers very well. a b c d e

CHARACTER OF INTERACTION-INFLUENCE PROCESS	A	B	C	D
13) Amount and character of interaction between the principal and teachers.	Little interaction and always with fear and distrust. a b c d e	Little interaction and usually with some condescension by principal; fear and caution by teachers. a b c d e	Moderate interaction, often with fair amount of confidence and trust. a b c d e	Extensive, friendly interaction with high degree of confidence and trust. a b c d e
14) Amount of cooperative teamwork present throughout the school.	None a b c d e	Relatively little. a b c d e	A moderate amount. a b c d e	Very substantial amount throughout the school. a b c d e

	A	B	C	D
15) At what level in organization are decisions formally made?	Bulk of decisions at District office. a b c d e	Policy at District, many decisions within prescribed framework made at school level. a b c d e	Broad policy and general decisions at District, more specific decisions at school levels. a b c d e	Decision making widely done throughout organization, although well integrated through participation by overlapping groups a b c d e
16) To what extent are decision makers aware of problems, particularly those at lower levels in the organization?	Often are unaware or only partially aware. a b c d e	Aware of some, unaware of others. a b c d e	Moderately aware of problems. a b c d e	Generally quite well aware of problems. a b c d e
17) To what extent are teachers involved in decisions related to their work?	Not at all. a b c d e	Never involved in decisions; occasionally consulted. a b c d e	Usually are consulted but ordinarily not involved in the decision making. a b c d e	Are involved fully in all decisions related to their work. a b c d e
18) Are decisions made at the best level in the organization so far as the motivational consequences (i.e., does the decision-making process help to create the necessary motivations in those persons who have to carry out the decisions?)	Decision-making contributes little or nothing to the motivation to implement the decision, usually yields adverse motivation. a b c d e	Decision-making contributes relatively little motivation. a b c d e	Some contribution by decision-making to motivation to implement. a b c d e	Substantial contribution by decision-making processes to motivation to implement. a b c d e

	A	B	C	D
19) Manner in which decisions are determined and communicated.	Decisions on goals issued from administration. a b c d e	Decisions on goals issued, opportunity to comment may or may not exist. a b c d e	Goals are set and decisions issued after discussion with teachers on problems and planned action. a b c d e	Except in emergencies, decisions on goals are usually established by means of group participation. a b c d e
20) Are there forces to accept, resist, or reject goals?	Goals are overtly accepted but are covertly resisted strongly. a b c d e	Goals are overtly accepted but often covertly resisted to at least a moderate degree. a b c d e	Goals are overtly accepted but at times with some covert resistance. a b c d e	Goals are fully accepted both overtly and covertly. a b c d e

CHARACTER OF EVALUATION PROCESSES				
21) Extent to which the evaluation functions are concentrated.	Highly concentrated at District office. a b c d e	Relatively highly concentrated, with evaluations at the school level with the principal as the primary evaluator. a b c d e	Moderate downward delegation of evaluation processes; teachers as well as the principal feel responsible for evaluation. a b c d e	Quite widespread responsibility for evaluation with teachers at times imposing more rigorous reviews and tighter evaluation than district or the principal a b c d e
22) Extent to which there is an informal organization present and supporting or opposing goals of formal organization.	Informal organization present and opposing the formal goals of the school. a b c d e	Informal organization usually present and partially resisting goals. a b c d e	Informal organization may be present and may either support or partially resist goals of formal organization. a b c d e	Informal and formal organization are one and the same; hence all social forces support efforts to achieve school's goals. a b c d e

	A	B	C	D
23) Level of performance goals which principal seeks to have the school achieve.	Seeks average goals. a b c d e	Seeks high goals. a b c d e	Seeks very high goals. a b c d e	Seeks to achieve extremely high goals. a b c d e
24) Extent to which teachers have been provided the kind of in-service training they desire.	Have received no training of kind desired and needed a b c d e	Have received some training of kind desired and needed. a b c d e	Have received quite a bit of training of kind desired and needed. a b c d e	Have received a great deal of training of kind desired and needed. a b c d e
25) Adequacy of resources provided to assist in professional growth activities.	Growth resources provided are only fairly good. a b c d e	Growth resources provided are good. a b c d e	Growth resources provided are very good. a b c d e	Growth resources provided are excellent. a b c d e

NOTE: Adapted from Rensis Likert's profile on management systems.

OPERATIONAL ASSESSMENT INVENTORY - STAFF
by
A. Thayer, E. Hall

Elementary School
(may be modified for junior or senior high school)

Please mark according to the severity or existence of a problem in a 1-5 scale as described below. Mark "NA" if item is not appropriate for your school.

	Critical Problem 1	2	3	4	Absolutely No Problem 5	
Accident Reports						
Administrative Cabinet or Staff Advisory Committee						
Attendance						
Buildings and Grounds Repair & Replacement						
Bulletins to Parents						
Bulletins to Staff						
Cafeteria						
Civic Center						
Civil Defense						
Classroom Cleaning						
Classroom Environment						
Clubs and Advisors						
Communication with District Services						
Community Activities						
Conferences						
Conferences - Professional						
Corporal Punishment						
Counseling: Group and Student						
Crossing Guards						

	Critical Problem 1	2	3	4	Absolutely No Problem 5
Curriculum Development: Staff Involvement - District					
Curriculum Development: Staff Involvement - School					
Elections - Class					
Emergency Cards					
Equipment - Quantity					
Evaluation - Teacher					
Faculty Meetings					
Fire Drills					
First Aid					
Free Lunch Program					
Fund Raising					
Health Services					
Team Teaching					
Homework					
Inservice Training					
Insurance					
Keys					
Liaison with Other Agencies					
Library Use					
Litter					
Lost and Found					
Lost Children					
Lunch Loan Program					
Mail Distribution and Review					
Orientation - Pupils					
Orientation - Teachers					

	Critical Problem 1	2	3	4	Absolutely No Problem 5	
Parent Conference						
Parent Conference - Progress Report						
Parent Groups						
Parent-Teacher Association						
Parking						
Passes						
Press Releases						
Professional Publications						
Providing Models/adequate descriptions/instructions						
Public Complaints						
Pupil Pictures						
Referrals to Special Education						
Confidential Data Handling						
District Forms Director						
District Instrumental Music Program						
Expulsion						
Group Testing						
Home Visitations						
School Elective Program						
Lesson Plans						
Local Newspaper Contacts						
Lunchtime Activities and Standards						
Maintenance of PE Equipment						
Mentally Gifted Minors						
Office Contacts						
Organized Games Program						

	Critical Problem 1	2	3	4	Absolutely No Problem 5	
Orientation to 7th or 9th Grade (dependent upon school organization)						
Outdoor Education						
Parent Education/Information						
Parent School Assessment						
Parent-Teacher Conferencing						
Personnel Recruitment and Screening						
Professional Organizations						
Psychological Services						
Public Law 874						
Public Schools Week - Open House						
Referrals (Guidance, etc.)						
Release of Pupils during School Day						
Retention and Acceleration						
Retention-Acceleration						
Room Observation Visits						
Release of Information						
Schedules						
School Budget - Supplies						
Special Events						
Staff Handbook						
Stray Animals at School						
Student Body Funds						
Student Council						
Student Disciplines						
Student Records						

	Critical Problem 1	2	3	4	Absolutely No Problem 5	
Student Welfare						
Student Workers						
Study Trips						
Summer School						
Supervision of Parent Aides						
Supervision of Pupils						
Teacher Absence						
Telephones						
Textbooks						
Tutorial Program - Interschool						
Tutorial Program - Intraschool						
Use of School Intercom						
Use of Staff Competencies						
Vandalism						
Work Room Housekeeping						
Academic Counseling						
After School Recreation Program						
Bookroom Organization						
Class Composition - Grouping, Assignment						
A Communication Tree under Civil Defense						
Safety Conditions of Physical Plant						
Safety to and from School						
School Parties						
Speech Therapy						
Student Awards and Recognition						
Student Body Constitution						

	Critical Problem 1	2	3	4	Absolutely No Problem 5	
Student Body Elections						
Student Handbook						
Suspension						
Truancy - Non-attendance						
Watering and Mowing Schedule						
Maintenance of Buildings						
Maintenance of Non-instructional Equipment						
Maintenance of Instructional Equipment						
Replacement of Non-instructional Equipment						
Replacement of Instructional Equipment						
Staff Involvement in Ordering of Equipment						

Comments:

USE OF OPERATIONAL ASSESSMENT INVENTORY - STAFF

Tabulation of Results

The forms from the certificated and classified staff should be tabulated separately as each group may perceive items differently. In a large school you might want to tabulate results by levels, i.e., primary and upper grades; in a junior or senior high school, by departments.

A wide range of response from 1 to 5 may also be significant. Those items which receive any or a few ratings of 1 or 2 should serve as indicators of potential future problems, or perhaps problems of communication or understanding of a few individuals. When a third or more of those responding mark an item 1 or 2, the principal should seriously consider this worthy of attention.

Resolution of Problem

The principal can utilize the Problem Solving Component to more specifically identify and resolve the problem.

Re-Administer the Instrument

Approximately six months after first utilization of the instrument the principal should consider re-administering the instrument for two purposes:

1. To see if the item now receives a higher rating (indicating less of a problem)

2. To see if any items which were not previous problems have now changed to become problems.

Other Uses of Form

A principal might consider administering the form to a random sampling of parents and/or upper grade students.

SCHOOL PRACTICES CONSENSUS

Ocean View School District

INSTRUCTIONS

This instrument contains a series of questions about various school practices. Read each statement and check the category (Never, Seldom, Sometimes, Frequently, Usually, or Always) which best describes the existence of this practice in your school. Check only one response for each statement. Please answer all questions, being certain to indicate what actually exists in your school rather than what you believe ought to exist. Your responses will be kept confidential.

	In my school:	Never	Seldom	Sometimes	Frequently	Usually	Always
D I A L O G U E	1. Dialogue includes a discussion and/or analysis of the important problems that affect the students and the school.						
	2. Dialogue allows for indepth discussion of issues that are pertinent to the education of children.						
	3. Dialogue includes contributions by a variety of members present.						
	4. Many persons assume the leadership positions depending upon the function to be performed.						
	5. Dialogue is appropriate to the problem confronted; e.g., brainstorming when seeking new and imaginative ideas and task oriented when attempting to solve a particular problem.						
	6. Dialogue has a purpose.						
	7. Dislogue is task oriented once a specific task has been identified.						
	8. The issues and programs discussed by the staff can be identified by students, teachers, parents, or the principal.						

INTERPERSONAL COMMUNICATION SKILLS

SELF-EVALUATION SURVEY

(North West Regional Lab)

I. Check one answer for each of the statements below:

A. The term PARAPHRASE is used here to mean showing the other person:

1. ___ That you care about his ideas
2. ___ What his idea or suggestion means to you
3. ___ That you were listening carefully
4. ___ That you can quote what he said

B. You do this to be sure:

1. ___ That what you understood is what he intended
2. ___ He knows that you heard him
3. ___ That you can now share your idea

II. Check one answer:

A. The term BEHAVIOR DESCRIPTION means:

1. ___ Reporting your interpretation of the actions
2. ___ Making clear your feelings about the actions
3. ___ Reporting specific, observable actions

III. Check one answer:

A. Which one of the following describes feelings?

1. ___ "She's a wonderful person"
2. ___ "I'm worried about this"
3. ___ "I feel it is time to go"

IV. Check one answer:

A. Which one of the following is a "perception check?"

1. ___ "Why are you so angry with me?"
2. ___ "I get the impression that you agree. Do you?"
3. ___ "I see that we are ready to end the meeting."

V. Check one answer:

A. We may sometimes be interpreting the other person's non-verbal cues incorrectly unless we use the skill of:

1. ___ Paraphrasing
2. ___ Perceiving
3. ___ Feedback
4. ___ Behavior Description
5. ___ Perception Check

VI. Check one answer:

A. Feedback in interpersonal communications is defined as occurring when one person:

1. ___ Describes the behavior of another
2. ___ Interprets the meaning of the other's behavior to him
3. ___ Shares his reaction to the behavior of another
4. ___ Evaluates the other's behavior

VII. Check one answer:

A. The idea that expectations can be "self-fulfilling prophecies" means that if we expect an individual to behave in a certain way, it is more likely that:

1. ___ He will behave as we expect
2. ___ We will see him behaving as we expect
3. ___ We will act in ways that make him behave the way we expect
4. ___ We will be disappointed

VIII. Check one answer:

A. The interpersonal gap is created when:

1. ___ The receiver does not believe what the sender is saying
2. ___ The sender's intentions are different than the effect upon the receiver
3. ___ The receiver and sender are both uncertain as to the other's intention

IX. Check three answers:

A. Three major factors that tend to influence communication <u>patterns</u> in schools are:

1. ___ Technical Equipment
2. ___ Trust
3. ___ Number of Roles
4. ___ Personalities
5. ___ Tradition
6. ___ Difficulty of Tasks
7. ___ Feedback
8. ___ Direction of Flow
9. ___ Physical Environment
10. ___ Paraphrasing

X. Check one answer:

A. The kind of roles people have as members of organizations tend to influence who talks to whom about what. One result of effective interpersonal communications is the fact that people are more likely to:

1. ___ Follow formal channels in communicating important information
2. ___ Share important information across roles
3. ___ Talk with more people about more things

developed by L. Ruttan

SELF-EVALUATION SURVEY

(Anonymous Answer Sheet)

INTERPERSONAL COMMUNICATIONS

Item	Answer	Your Answer
I	A. (2) B. (1)	_____ _____
II	(3)	_____
III	(2)	_____
IV	(2)	_____
V	(5)	_____
VI	(3)	_____
VII	(2)	_____
VIII	(2)	_____
IX	(2,5,9)	_____
X	(2)	_____

Additional Resources:

If an individual believes he needs more skills in this area, he may want to consider taking the special training session in IPC -- See binder on Project Programs available.

SCHOOL PRACTICES CONSENSUS

Ocean View School District

INSTRUCTIONS

This instrument contains a series of questions about various school practices. Read each statement and check the category (Never, Seldom, Sometimes, Frequently, Usually, or Always) which best describes the existence of this practice in your school. Check only one response for each statement. Please answer all questions, being certain to indicate what actually exists in your school rather than what you believe ought to exist. Your responses will be kept confidential.

	In my school:	Never	Seldom	Sometimes	Frequently	Usually	Always
DECISIONS	Decisions are seldom reached by voting; instead a consensus is sought.						
	Persons read what scholars and informed practitioners have written on the subject and bring relevant ideas from their reading into the dialogue.						
	Persons examine and/or experiment with several approaches before making a decision.						
	Persons seek the advice of appropriate persons in the school district before making a decision.						
	Persons become familiar with the experiences of other school districts before making a decision.						
	Decisions are made on the basis of the goals and known constraints.						
	Decisions are clearly understood by all persons who are affected by the decision.						
ACTION	After a decision has been reached and put into action, it is periodically evaluated.						
	Action carries out the intent of the decision maker.						

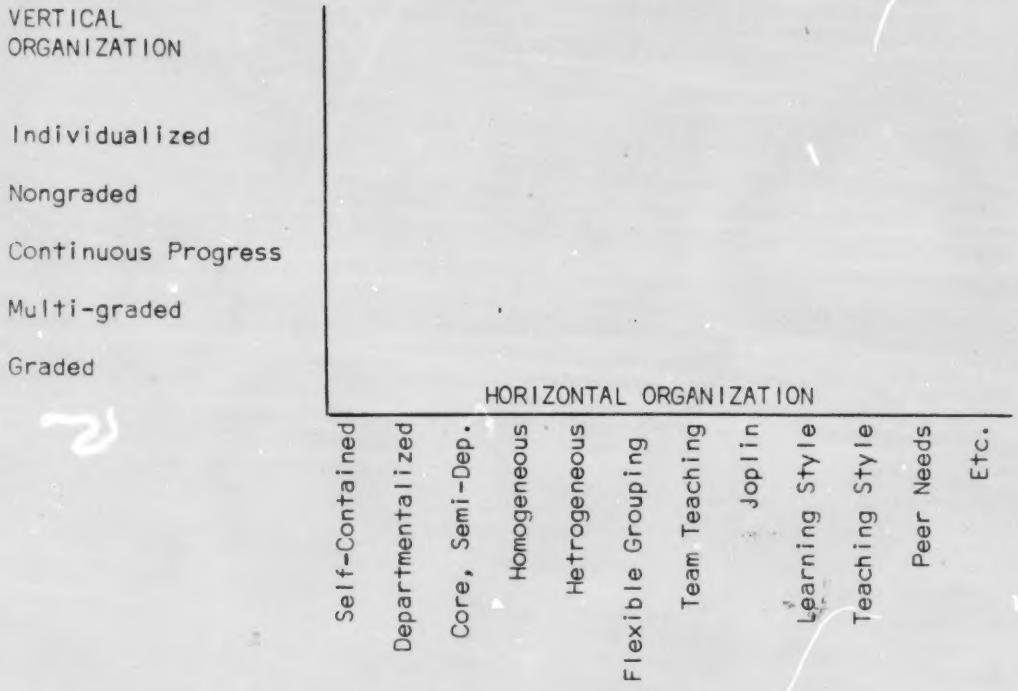
ACTION

	Never	Seldom	Sometimes	Frequently	Usually	Always
Implications of alternative decisions and actions are thoroughly explored.						
Decisions are carried out with enthusiasm and good will.						
Unanticipated consequences of actions taken are reviewed.						

SCHOOL ORGANIZATION CHECK LIST

by A. Thayer

WAYS TO ORGANIZE FOR INSTRUCTION



Human variability demands alternatives. Organization MAKES A DIFFERENCE! What type of organization will best facilitate achievement of your goals?

Does your school have a defined rationale for how it is organized vertically? Yes____ No____

Does your school have a defined rationale for how it is horizontally organized? Yes____ No____

Do teachers understand and accept the rationale? Yes____ No____

Has the rationale been developed to achieve school goals? Yes____ No____

Do teachers utilize horizontal grouping techniques designed to best facilitate the achievement of their goals and objectives? Yes____ No____

Does the organization of the school provide flexibility to meet the needs of all students? Yes____ No____

If there are any items marked NO, what are your plans to change that answer?

ACSA SELF-EVALUATION SURVEY

Instructions

The ACSA Project Leadership Model for responsible change includes three components and selected support elements. The interrelated components are the following: (1) the Needs Assessment Component, (2) the Educational Problem Solving Component, and (3) the Administrative Support System Component. Each of these components and support elements has been analyzed carefully to determine their major features and to identify the concepts and understandings essential to their successful implementation.

Complete each question on the Survey Form. We are asking that you do not guess on any item, but mark "not sure" if you are in doubt.

An Answer Sheet has been included so that you may compare your answers with those of the Project Staff and to record your responses after you have completed answering the survey.

You may want to utilize the results of this test to plan your own Leadership Action Plan or you may wish to discuss the results of this test with your counselor who can assist you in developing a plan to meet your needs.

A PARADIGM FOR ANALYZING INDIVIDUALIZED INSTRUCTION

Dr. John I. Goodlad
I/D/E/A

Paradigm developed by Dr. John Goodlad	I COMMON ENDS COMMON MEANS DIFFERENT RATE	II COMMON ENDS DIFFERENT MEANS	III DIFFERENT ENDS DIFFERENT MEANS	IV UNDEFINED ENDS UNDEFINED MEANS
CURRICULAR DIMENSION Selection of the Ends and Meands of Education	CLOSED–SIMPLE STRUCTURE Ends and Means are defined for students.	← Teacher and students cooperatively define a set of Ends and Means.	→ Students and/or teacher define alternative sets of Ends and Means.	OPEN–COMPLEX STRUCTURE Student defines his own Ends and Means according to his needs, desires and interests.
ASSESSMENT DIMENSION Finding our if Ends are being accomplished	Assessment procedures are defined by the teacher and/or standardized tests.	Teacher and students decide specific assessment procedures – Student may or may not assess himself.	Students and/or teacher define alternative sets of assessment procedure – Student assesses himself.	Student decides whether to assess himself – He may or may not decide to do so – He may ask another to help in his assessment.
TEACHER ROLE DIMENSION Dominant teacher behavior in the classroom	EDUCATIONAL DIRECTOR ← Director → Teacher defines the Ends and Means for students.	← Cooperator → Teacher and students cooperatively define specific set of Ends and Means.	→ Environmental Facilitator → Teacher and/or students define many meaningful alternative Ends and Means Teacher facilitates enviornment.	EDUCATIONAL FACILITATOR Resource → A resource from among many resources -- Teacher helps define Ends and Means when asked.
STUDENT ROLE DIMENSION Dominant student behavior in the classroom	← PASSIVE Responder → Student responds and follows particular defined learning path to a defined end.	← Participator → Student interacts with teacher and students to decide on a specific learning path to a defined end.	→ Selector → Student selects own learning path and ends from among a number of meaningful alternatives that have been identified.	ACTIVE Initiator/Originator → Student initiates own learning. He determines his own learning ends and means regardless of the alternatives made available.
ENVIRONMENTAL DIMENSION Use of materials and allocation of space in the learning environment	REFINED STUFF ← Specific → Limited to a specific function or use.	← Dual → Limited to two alternatives.	→ Differentiated → Varied alternatives.	RAW STUFF Multi- Many alternatives.
	SIMPLE SPACE ← Specific → Limited to a specific use of space – no alternative uses.	← Dual → Space used in such manner that two activities can occur simultaneously.	→ Differentiated → Differentiated use of space. A number of alternatives can occur simultaneously.	COMPLEX SPACE Multi- Multi-use of space. Many alternatives can occur simultaneously.

This form can be utilized by the principal to analyzing the predominate pattern of a school or by a teacher to analyze their instructional organization. The principal and/or staff could mark each item with an "X" for what they believe exists and with an "O" for how they believe it should be.

MY PRINCIPAL

On this instrument there is no formal scoring procedure except to run an average on each item which will be helpful for you. Also, it will be important for you to look at the range of differences from the staff.

You may wish to chart your perception of yourself and others' perceptions of your role as principal. You will identify areas which concern you and you may wish to write a goal and several objectives based on this concern and try to get at remedies which would be meaningful for you.

To what extent does your principal engage in the following kinds of behavior? In answering, please circle the one number in each row that best describes the behavior of your principal.

	Never	Almost Never	Occa-sion-ally	Fre-quent-ly	Almost Always	Always	I do not know
1. Gives teachers the feeling that their work is an "important" activity.	1	2	3	4	5	6	7
2. Gives teachers the feeling that they can make significant contributions to improving the classroom performance of their students.	1	2	3	4	5	6	7
3. Takes a strong interest in my professional development.	1	2	3	4	5	6	7
4. Makes teachers' meetings a valuable educational activity.	1	2	3	4	5	6	7
5. Helps to eliminate weaknesses in his school.	1	2	3	4	5	6	7
6. Treats teachers as professional workers.	1	2	3	4	5	6	7
7. Helps teachers to understand the sources of important problems they are facing.	1	2	3	4	5	6	7

PART I - SELF-EVALUATION SURVEY

(Needs Assessment Component)

1. Which of the following is best associated with accountability in education:

   a. Educational Outcomes _____

   b. Educational Administration _____

   c. Educational Methodology _____

   d. Not sure _____

2. Which of the following can best serve as a beginning point for future evaluation:

   a. The quantity and quality of instruction _____

   b. The purposes or goals of instruction _____

   c. The degree of staff commitment _____

   d. Not sure _____

3. The initial phase of the ACSA Needs Assessment Component is addressed to determining desired educational outcomes. Number the following steps of this phase in their appropriate order:

   1. Design goal indicators _____

   2. Identify educational goals _____

   3. Develop behavioral objectives _____

   4. Not sure _____

4. Which is the first step to take in designing the evaluation of the educational program:

   a. Initiating the problem solving sequence _____

   b. Gain a consensus for the educational goals _____

   c. Determining the priorities among deficiencies _____

   d. Not sure _____

5. Place an "x" next to those terms which are examples of instructional strategies:

   a. Reading scores _____

   b. Educational goals _____

   c. Behavioral objectives _____

   d. Ability grouping _____

   e. Individualizing instruction _____

   f. S. R. A. Reading Kit _____

   g. Not sure _____

6. Which one of the following must be included in a written behavioral objective:

   a. Learner behavior _____

   b. Cognitive behavior associated with objectives _____

   c. Pre-requisite behavior associated with objectives _____

   d. Not sure _____

7. The primary function of behavioral objectives is which one of the following:

   a. To serve as criteria in evaluating the educational program _____

   b. To give direction and guidance in the selection of relevant instructional materials _____

   c. To assist teachers in diagnosing student needs for instructional purposes _____

   d. Not sure _____

8. Which one of the following conditions could best justify participation in a Needs Assessment Program:

   a. Community-school friction _____

   b. Unlimited resources _____

   c. Limited resources _____

   d. Not sure _____

9. When problems or deficiencies in the educational program are identified and documented, then problem resolution represents the next step. In your opinion, what percent of time have educators traditionally devoted to problem identification:

   a. 10% or less _____

   b. 10 to 30% _____

   c. 30 to 50% _____

   d. Not sure _____

10. Which of the following represents your estimate of a reasonable time frame required for most districts to implement a comprehensive needs assessment program:

   a. One to two weeks _____

   b. One to two months _____

   c. One to two years _____

   d. Not sure _____

PART II - SELF-EVALUATION SURVEY

(Administrative Support System)

1. The ACSA Administrative Support System is based on a given set of activities. Number the following activities in their appropriate order:

   a. Establish role statements _____

   b. Establish priorities among deficiencies _____

   c. Translate role statements into operational terms _____

   d. Initiate problem solving sequence _____

   e. Conduct assessment of operations _____

   f. Not sure _____

2. The ACSA Administrative Support System is based mostly on which one of the following role statements:

   a. Re-training of building faculty _____

   b. The improvement of instruction as a master teacher _____

   c. The effective allocation of resources within the school setting _____

   d. Not sure _____

3. The principal's role can best be developed as a result of which <u>one</u> of the following conditions:

   a. The role should be based on the perceptions of those affected by the role _____

   b. The role should be based on a consensus of staff desires within the particular school setting _____

   c. The role should be based on an analysis of current practices _____

   d. Not sure _____

4. Which of the following aspects of the ACSA Administrative Support System has more likelihood of representing the greatest hurdle for the practicing administrator:

   a. The acceptance of the need for a re-definition of role in the system _____

   b. The acceptance of evaluation as an integral part of the system _____

   c. The acceptance of the emerging role of definition in the system _____

   d. Not sure _____

5. Which of the following is the most essential to the role statement in the Administrative Support System:

   a. Educational goals _____

   b. Goal indicators _____

   c. Behavioral objectives _____

   d. Not sure _____

6. In your opinion which of the following statements regarding the principal's role best reflects general current practice:

   a. The role has not been identified and therefore cannot offer guidance to administrative practice _____

   b. The role has been identified and is serving well as a guide to administrative practice _____

   c. The role has been identified but offers little guidance to administrative practice _____

   d. Not sure _____

7. It has been said that education today is characterized mostly by "paternalistic" administration. To whatever degree you think this is true statewide, which of the following best characterizes your belief about changing such administration:

   a. Changing the practice would be most difficult _____

b. Presented with an alternative theoretical plan, it would be easy for administrators to change from "paternalistic" administration _____

c. Presented with an alternative which has been demonstrated to be successful, it would be easy for administrators to change from "paternalistic" administration _____

d. Not sure _____

8. Which of the following statements is most consistent with the ACSA Administrative Support System:

a. HAPPINESS is the reaction to problems _____

b. HAPPINESS is the absence of problems _____

c. HAPPINESS is the action upon problems _____

d. Not sure _____

9. Which one of the following is the best tangible active indicator that there exists a genuine need to upgrade administrative practices:

a. "Overrides" failing to pass _____

b. Superintendent of Public Instruction's charge to school districts to increase their accountability _____

c. Law limiting number of administrators to teachers _____

d. Not sure

10. Implementation of a comprehensive administrative support system in most districts should require approximately:

a. One to two weeks _____

b. One to two months _____

c. One to two years _____

d. Not sure _____

PART III - SELF-EVALUATION SURVEY

(Educational Problem Solving Component)

1. The ACSA Educational Problem Solving Component is based upon a given set of activities. Number the following set of activities in their appropriate order:

   a. Select solution alternative _____

   b. Adopt, modify or reject solution _____

   c. Establish solution criteria _____

   d. Survey sources for solution alternatives _____

   e. Definition of problem _____

   f. Field test selected solution _____

   g. Not sure _____

Circle TRUE, FALSE, OR NOT SURE for questions 2 through 5

2. The documentation of a given problem represents a relatively easy task in the overall problem-solving sequence. T - F - Not sure

3. Solution constraints should be introduced early in problem solving. T - F - Not sure

4. The review of the literature as a step in problem solving is more difficult now than in the past. T - F - Not sure

5. The concept of field testing selected solutions applies to most areas of school problem solving. T - F - Not sure

6. Which one of the following is not a problem statement in context of the ACSA Model:

   a. Reading scores significantly below expectancy level _____

   b. Increase in absenteeism _____

   c. Implementation of a non-graded organization _____

   d. Not sure _____

7. The disparity between (a) a desired condition and (b) an existing condition is considered:

   a. A compromise between two prevailing conditions _____

   b. An operational definition of a problem _____

   c. A value decision on the part of the problem solver _____

   d. Not sure _____

8. The development and implementation of the Educational Problem Solving Component of Project Leadership should require approximately:

   a. One to three weeks _____

   b. One to three months _____

   c. One to three years _____

   d. Not sure _____

SELF EVALUATION SURVEY

(Anonymous Answer Sheet)

PART I - NEEDS ASSESSMENT

Item	Answer	Your Answer
(1)	(a)	
(2)	(b)	
(3)	(2, 1, 3)	
(4)	(b)	
(5)	(a, e, f)	
(6)	(a)	
(7)	(a)	
(8)	(c)	
(9)	(a)	
(10)	(c)	

PART II - ADMINISTRATIVE SUPPORT

Item	Answer	Your Answer
(1)	(a, c, e, b, d)	
(2)	(c)	
(3)	(a)	
(4)	(a or b)	
(5)	(a)	
(6)	(c)	
(7)	(c)	
(8)	(c)	
(9)	(b)	
(10)	(c)	

PART III - EDUCATIONAL PROBLEM SOLVING

Item	Answer	Your Answer
(1)	(e, c, d, a, f, b)	
(2)	F	
(3)	T	
(4)	F	
(5)	T	
(6)	(c)	
(7)	(b)	
(8)	(b)	

PERSONAL ASSESSMENT OF MANAGEMENT STYLE

This questionnaire is designed to help you analyze your present management style. Your answers will be seen only by you -- the questionnaire will not be checked by anyone.

Directions

Read each statement carefully and place an "X" on the line at that point which most nearly describes your view.

1. Do you frequently discuss with individual teachers their specific responsibilities?

Almost never	Seldom	Occasionally	Fairly often	Often, as need arises	Often, on a regular schedule
0	1	2	3	4	5

2. Do each of your teachers know what they are expected to accomplish?

No	I don't know	Some do, in some areas	Most do, in most areas	All do, in some areas	All do, in all areas
0	1	2	3	4	5

3. Do your teachers agree with you as to what their most important responsibilities are?

I don't know	A few do	Some do	Most do	Only a few do not	All do
0	1	2	3	4	5

4. When a new project or assignment is given a teacher in your school, does the teacher know at the start what specific results are to be accomplished?

Never	Occasionally	Often	Usually	Almost always	Always
0	1	2	3	4	5

5. In your opinion, how difficult to accomplish are the results the teachers in your school are working toward?

Very easy	Quite easy	Moderately easy	Moderately difficult	Quite difficult	Very difficult
0	1	2	3	4	5

6. Do you know what authority you have as the manager of learning in your school?

No	I'm not sure	I think so	Fairly sure	Quite sure	Yes
0	1	2	3	4	5

7. In your opinion, do your teachers know what authority they have to manage the learning process?

None do	Not sure	Some do	Most do	Very few do not	All do
0	1	2	3	4	5

8. When you make a new assignment to a teacher, do you assign the entire project or do you detail the tasks that are to be performed?

Always assign tasks	Usually assign tasks	Sometimes project; sometimes tasks; depends on teacher	Usually assign projects	Always assign project, but discuss tasks	Always assign project
0	1	2	3	4	5

9. When you discuss a teacher's responsibilities with him, do you specify the important kinds of decisions he can make and those which he cannot?

Never	Sometimes	Occasionally	Usually	Almost always	Always
0	1	2	3	4	5

10. When a teacher comes to you with a problem, do you ask the teacher to suggest a solution to it?

Never	Sometimes	Occasionally	Usually	Almost always	Always
0	1	2	3	4	5

11. How do you review your teachers' activities?

Review the details of their activities on regular basis	My teachers want detailed review, regularly	Review details only when they ask for it	Review details only to support evaluation of significant aspects	Check details sometimes, but usually just significant aspects	Review only significant aspects, regularly
0	1	2	3	4	5

12. How would you describe how well you advise teachers of your evaluation of them?

I have a great deal of difficulty being candid and complete in evaluations	I tend to generalize, rather than be specific	I believe that we should emphasize the positive; the negative will then take care of itself	Depends upon the personality and experience of the teacher	Most of the teachers know my evaluations; they are seldom surprised in a conference	I think all my teachers know exactly what my evaluation of them is at all times
0	1	2	3	4	5

13. What do your teachers think of you as a manager of learning (principal)?

I don't know	I'm not sure	A few teachers have told me, but most have not	I have a general idea of what most teachers expect of me	I know what most teachers think of my performance	I know exactly what every teacher expects of me and thinks of my performance
0	1	2	3	4	5

14. Do you now feel that there were occasions during the past school year, when you should have made a suggestion to a teacher, but failed to do so for some reason?

Yes, there were many such occasions	Yes, some such occasions	Yes, several times	Occasionally	A few times	No
0	1	2	3	4	5

15. How do you decide to render assistance to a teacher?

Teachers seldom ask for assistance	Depends upon whether the teacher asks for help	Teachers will usually ask for assistance, with some prodding	Teachers know they can ask for assistance if they need it	I usually suggest that some assistance would be helpful	Requests for assistance usually arise from discussions of the teacher's work
0	1	2	3	4	5

16. In the past year, have you discussed with your teachers individual training plans whereby they could improve their performance?

No, that is the teacher's professional responsibility	Sometimes, in general terms	Sometimes include this as a part of the evaluation, if warranted	Usually include this in the evaluation conference	Always include this as as a part evaluation conference	Yes, I discuss this subject with each teacher at least once a year
0	1	2	3	4	5

17. When a new teacher is assigned to your school, do you immediately review his planning?

No, I usually wait until he gets his feet on the ground	Only at first, to make sure he gets off on the right foot	It depends on the teacher. No regular procedure	I stop by once in a while to discuss things in general terms	I meet regularly with him to discuss his plans in general terms	I always review his planning in detail the first time and then periodically in more general terms
0	1	2	3	4	5

18. How often during the past school year have you praised a teacher for doing a good job?

Never	Seldom	A few times	Occasionally	Quite often	Every time a good job was done
0	1	2	3	4	5

19. Do you believe that the teachers in your school know when they are doing a good job?

I don't know	I don't think so	Only a few	Some do; some don't	Most do	All do
0	1	2	3	4	5

20. In recent years, do you know the reasons why teachers requested transfer from your school or left the district?

No	A few	Some of them	Most of them	Almost all of them	All of them
0	1	2	3	4	5

21. How often during the past year has a teacher made a recommendation to you for improving the operation of your school?

Never	Seldom	Once in a while	Occasionally	Several times	Many times
0	1	2	3	4	5

22. Do you know where each of your teachers was born?

No	A few	Some	Many	Most	All
0	1	2	3	4	5

23. How often have you assisted a teacher with a personal problem unrelated to his job?

No one has ever asked	That is not part of my job	A few times	Occasionally	Often	Quite often
0	1	2	3	4	5

24. To what extent do you believe it is necessary for teachers to understand the problems you face in managing a school?

Is is none of their business	Not much, since it wouldn't make any difference	It helps with a few problems	It helps if they have a general idea	Teachers can often do a better job if they understand the problems the school faces	It's very important that all employees understand our mutual problems
0	1	2	3	4	5

25. How often have teachers publicly disagreed with you in the past year?

Never	Only once	Many times	Several times	Occasionally	A few times
0	1	2	3	4	5

26. Have you ever been faced, as a principal, with a situation in which you could not "back-up" a teacher's professional judgment?

Many times	Never	Once in a while	Seldom	Only once	Occasionally
0	1	2	3	4	5

27. Do you believe that the teachers in your school feel they can discuss a professional problem with you?

I don't know	I'm not sure	Some do; some don't	Many do	Most do	All do
0	1	2	3	4	5

Use of Results - This is an inventory of self. Generally, management experts believe that the items to the right (those having the largest numbers) represent a more appropriate action or condition.

LEADERSHIP DETAIL APPRAISAL

Ocean View School District

		1----------5 Poor ... Outstanding					
		No Data	1	2	3	4	5
I. MANAGEMENT OF THE INSTRUCTIONAL PROGRAM							
A. PLANNING	A.						
B. DECISION MAKING	B.						
C. EFFICIENCY	C.						
D. JUDGMENT	D.						
E. ORGANIZATION	E.						
F. INITIATIVE	F.						
G. ABILITY TO MOTIVATE	G.						
H. STAFF PRODUCTIVITY	H.						
I. STUDENT PRODUCTIVITY (Outcomes)	I.						
II. HUMAN RELATIONS							
A. POISE	A.						
B. TACT	B.						
C. COMMUNITY RELATIONS	C.						
D. STAFF RELATIONS	D.						
E. STAFF - STUDENT RELATIONS	E.						
F. STUDENT RELATIONS	F.						
G. PROFESSIONAL PEER RELATIONS	G.						
III. MANAGEMENT OF RESOURCES							
A. PHYSICAL BUILDING	A.						
B. GROUNDS	B.						
C. BUDGET MANAGEMENT	C.						
D. STAFFING PLAN	D.						
E. SPECIALISTS - Nurse, Music Psychologists	E.						
F. CONSULTANTS	F.						
IV. GENERAL MANAGEMENT PERFORMANCE							
A. VITALITY	A.						
B. TEAM LOYALTY	B.						
C. COURAGE	C.						
D. FLEXIBILITY	D.						
E. CREATIVITY	E.						
F. THOROUGHNESS	F.						
G. ACCEPTANCE OF RESPONSIBILITY	G.						
H. SKILL GROWTH	H.						
I. PROBLEM SOLVING	I.						
J. OPERATES AT HIGHEST LEVEL POSSIBLE (Ability to Delegate)	J.						
K. LEVEL OF INVOLVEMENT IN DUTIES	K.						
L. SIGNIFICANT ACCOMPLISHMENTS	L.						

Self ☐ Evaluator ☐

LEADERSHIP DETAIL APPRAISAL

PERFORMANCE DEFINITIONS

I. MANAGEMENT OF THE INSTRUCTIONAL PROGRAM

A. PLANNING: Demonstrates the ability to develop a comprehensive educational plan for the school.

B. DECISION MAKING: Demonstrates the faculty to quickly weigh alternatives and make workable decisions.

C. EFFICIENCY: Works at the highest possible level. Shows the ability to delegate. Uses time wisely.

D. JUDGMENT: Decisions reflect the use of reasonable data gathering and deliberation.

E. ORGANIZATION: Demonstrates the ability to organize human and material resources for maximum outcome.

F. INITIATIVE: Is a "self starter"--accomplishes tasks with little direction.

G. ABILITY TO MOTIVATE: Demonstrates the ability to inspire others to high purpose in satisfying school and district goals.

H. STUDENT PRODUCTIVITY: Student assessment reveals appropriate increases in cognitive and affective domains.

II. HUMAN RELATIONS

A. POISE: Maintains ability to effectively communicate during stress periods.

B. TACT: Is able to relate candidly to people without seriously impairing interpersonal relationships.

C. COMMUNITY RELATIONS: Maintains ongoing positive relationship with the school community.

D. STAFF RELATIONS: Is perceived as allowing staff to exercise professional initiative. Promotes positive school climate with regard to school and district.

E. STAFF-STUDENT RELATIONS: Provides staff leadership for humane treatment of children.

F. STUDENT RELATIONS: Deals fairly and compassionately with children.

G. PROFESSIONAL PEER RELATIONS: Provides positive leadership for peer group.

III. MANAGEMENT OF RESOURCES

A. PHYSICAL BUILDING: Building meets minimum standards of cleanliness, repair and creative usage.

B. GROUNDS: School grounds meet minimum standards of cleanliness and creative usage.

C. BUDGET MANAGEMENT: Internal manipulation of budget takes place consistent with the educational goals of the school. The budget is never overexpended.

D. STAFFING PLAN: Human resources are creatively deployed, consistent with the goals of the school.

E. SPECIALISTS: Nurse, music teachers, psychologists, etc., are provided direction consistent with goals of the school.

F. CONSULTANTS: Consultants are used creatively to assist in the achievement of the goals of the school.

IV. GENERAL MANAGEMENT PERFORMANCE

A. VITALITY: Has sufficient endurance to effectively deal with peak load activity. Is able, on occasion, to demand an inordinate amount of effort to satisfy emergency, high priority goal attainment.

B. TEAM LOYALTY: Once given the opportunity for input, will take Board of Education decisions, and implement and enforce same as if they were his own.

C. COURAGE: Possesses the confidence to recommend termination of those individuals unwilling or unable to meet the minimum standards of the school and the district; to change those things that are not in the best interests of children.

D. FLEXIBILITY: Demonstrates the ability to function situationally, allowing specific variables to guide problem solving.

E. CREATIVITY: Approaches each decision with an open mind; is able to generate a wide range of alternatives for problem solving.

F. THOROUGHNESS: Completes tasks; evidences follow-through on important assignments.

G. ACCEPTANCE OF RESPONSIBILITY: Is willing to take on more than is equitable. Contributes to the status of his school, district and profession.

H. SKILL GROWTH: Growth in technical skill. Is conversant with research and current administrative theory.

I. PROBLEM SOLVING: Is able to quickly attack and solve a problem by use of Ocean View Problem Solving Model.

J. OPERATES AT THE HIGHEST LEVEL POSSIBLE (ABILITY TO DELEGATE): Provides inspiration to staff which would result in decisions being made at the lowest reasonable level.

K. LEVEL OF INVOLVEMENT IN DUTIES: Effort and enthusiasm would indicate a high level of personal involvement in the school and community.

L. SIGNIFICANT ACCOMPLISHMENTS: Areas of special commendation.

SUMMARY OF LEADERSHIP EFFECTIVENESS

I. MANAGEMENT OF THE INSTRUCTIONAL PROGRAM

II. HUMAN RELATIONS

III. MANAGEMENT OF RESOURCES

IV. GENERAL

SCHOOL PRACTICES CONSENSUS

Ocean View School District

Instructions

This instrument contains a series of questions about various school practices. Read each statement and check the category (Never, Seldom, Sometimes, Frequently, Usually, or Always) which best describes the existence of this practice in your school. Check only one response for each statement. Please answer all questions, being certain to indicate what actually exists in your school rather than what you believe ought to exist. Your responses will be kept confidential.

	In my school:	Never	Seldom	Sometimes	Frequently	Usually	Always
M	The principal enjoys school.						
Y	The principal attends local and often state conferences relative to his specialization.						
	The principal respects all teachers and students.						
P	The principal gains the respect and good will of the teachers and students.						
R I	The principal communicates effectively with the community, teachers, and students.						
N C	The principal does not use staff meeting time for issues that can be handled with written memoranda.						
I P	The principal has a program of staff visitation.						
A L	The principal does not make decisions so much as monitor the decision making process of teachers.						
	The principal knows his staff well and is interested in them.						
	The principal serves as a resource person to teachers, in part by utilizing resource persons from the district and elsewhere, and by securing materials.						

		Never	Seldom	Sometimes	Frequently	Usually	Always
M	The principal builds staff status and expresses appreciation.						
Y							
	The principal provides fair and equitable treatment for all.						
P	The principal encourages others to provide leadership.						
R							
I	The principal promotes openness in his staff.						
N	The principal is sensitive to and shows respect for the opinions and beliefs of teachers.						
C							
I	The principal has encouraged and assisted the staff in developing goals for the school.						
P							
A							
L							

SCHOOL PRACTICES CONSENSUS

Ocean View School District

Instructions

This instrument contains a series of questions about various school practices. Read each statement and check the category (Never, Seldom, Sometimes, Frequently, Usually, or Always) which best describes the existence of this practice in your school. Check only one response for each statement. Please answer all questions, being certain to indicate what actually exists in your school rather than what you believe ought to exist. Your responses will be kept confidential.

	In my school:	Never	Seldom	Sometimes	Frequently	Usually	Always
M Y T E A C H E R S	Teachers are sensitive to and show respect for the opinions and beliefs of students.						
	Teachers are sensitive to and show respect for the opinions and beliefs of other teachers.						
	Teachers periodically attend courses at colleges and universities.						
	Teachers read regularly both professional and non-professional material.						
	Teachers periodically visit other classrooms and schools.						
	Teachers experiment with a variety of new materials.						
	Teachers attend local and often state conferences relative to their specialization.						
	Teachers enjoy teaching.						
	Teachers examine their teaching in terms of established objectives.						

		Never	Seldom	Sometimes	Frequently	Usually	Always
M	Teachers have an opportunity to have their teaching critiqued by other teachers.						
Y	Teachers periodically critique other teachers' teaching.						
T	Teachers make instructional decisions.						
E	Teachers have engaged in discussion of long range goals for the school.						
A	Teachers are attempting to implement the goals of the school.						
C	Some means are used for evaluating the extent to which goals have been realized.						
H							
E							
R							
S							

INFLUENCE

How much influence do you think these groups or persons ought to have in determining educational matters in your school?

	None	A Little	Some	Considerable	A Great Deal
a) The local school board	1	2	3	4	5
b) Your superintendent	1	2	3	4	5
c) The principal of your school	1	2	3	4	5
d) You, yourself	1	2	3	4	5
e) A small group of teachers	1	2	3	4	5
f) Teachers in general	1	2	3	4	5
g) Curriculum personnel (supervisor, director, coordinator)	1	2	3	4	5
h) Students	1	2	3	4	5
i) Parents	1	2	3	4	5
j) Teacher unions	1	2	3	4	5
k) Local colleges and universities	1	2	3	4	5
l) Guidance and psychological services personnel	1	2	3	4	5
m) Newspapers	1	2	3	4	5
n) PTA	1	2	3	4	5
o) Other community groups (Specify)_____	1	2	3	4	5

(May be utilized with numerous groups.)

by Robert S. Fox
CFK Limited

INFLUENCE

How to interpret the results of the Influence Instrument:

Develop two charts like the ones below, to correspond with each section of the instrument. Enter on each chart the total number of responses for each choice that a question received. For example, 7 people felt the superintendent actually had "considerable" (4) influence, and 3 felt he had "a great deal" (5) of influence. Now multiply the total number of answers by the numerical value of each choice (7 x 4 and 5 x 3); add each of these sub-totals (28 + 15) and enter in the summation (Σ) column (43). Divide this total by the number of people who answered the question (43 ÷ 10 = 4.3). This is the mean. Do this for each question.

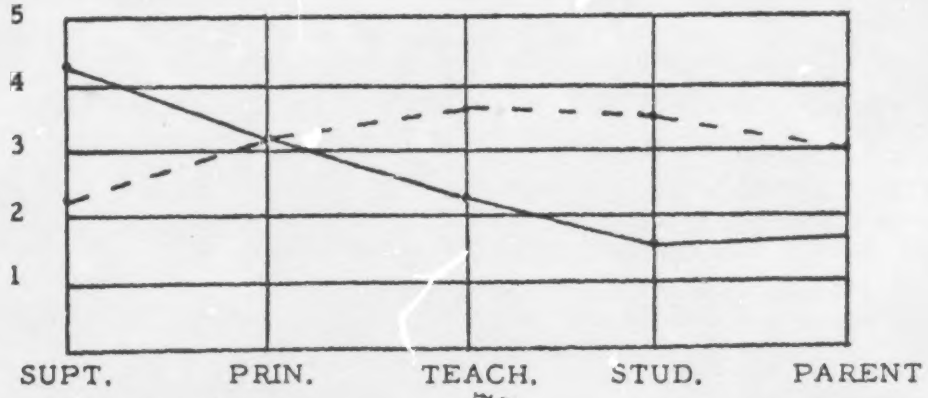
ACTUAL

	1	2	3	4	5	Σ	MEAN
SUPT.				7	3	43	4.3
PRIN.		2	4	4		32	3.2
TEACH.	2	3	5			23	2.3
STUD.	5	4	1			16	1.6
PARENT	4	5	1			17	1.7

OUGHT TO HAVE

	1	2	3	4	5	Σ	MEAN
SUPT.	1	6	3			22	2.2
PRIN.		2	4	4		32	3.2
TEACH.			6	1	3	37	3.7
STUD.			6	2	2	36	3.6
PARENT		3	4	3		30	3.0

After following the same procedure for the "ought to have" chart, plot the mean for each question on a graph; you will have one line for each chart. Analyze these results.



INSERVICE (NEEDS) QUESTIONNAIRE

Name_____

School_____

Place the numeral which corresponds with your grade level in the blank at the left. Grade Level: (1) Kindergarten, (2) 1-3, (3) 4-6, (4) 7-8

_____

Indicate the areas of high interest to you by placing the corresponding numerals in the spaces at the left. Feel free to list up to 20 items.

Please note on the back of this questionnaire any information which would help the instructor in planning the course. (Include item number.)

ART:

1 Ideas
2 Techniques
3 Ceramics
4 Stitchery-Macramé-Weaving-Rug Making
5 Photography
6 Drawing & Painting
7 Learning Centers
Others_____

LANGUAGE ARTS:

8 Individualized Spelling
9 Creative Writing
10 Roberts English
11 Skills (Dictionary, Library, Writing)
12 Listening
13 Creative Dramatics
14 Develop Learning Centers
15 Open School Approach to Language Arts
Others_____

MATHEMATICS:

16 Houghton-Mifflin
17 Addison-Wesley
18 Cuisenaire
19 Stern
20 Neufeld Math
21 Wurtz (State Adopted)
22 Games and Puzzles
23 Miller Math
24 Remedial
25 English Infant Approach
26 Develop Learning Centers
27 Open School Approach to Math
Others_____

MUSIC:

28 So You Need Help With Music?
29 Thresholds
30 Guitar Accompaniment
31 Choral Groups
32 Planning of Programs
Others_____

P.E.:

33 Movement Exploration
34 Developmental P.E.
35 Folk Dancing
36 Physical Fitness
37 Ideas
Others_____

READING:

38 Remedial
39 Supplementary
40 Individualized
41 Sullivan
42 Phonetics
43 Distar Reading
44 SWRL (Kindergarten Program)
45 Peabody Rhebus
46 Clovis
47 Develop Learning Centers
48 B.R.L.
49 What's New in Reading
50 Open School Approach to Reading
Others_____

SCIENCE:

51 Concepts in Science Series
52 Enrichment Experiments
53 Inquiry Method
54 Experimental Approach
55 Developing Learning Centers
56 Open School Approach to Science
Others_____

SOCIAL STUDIES:

57 Concepts and Values
58 Inter-Ethnic Program
59 Enrichment
60 Research Skills, Report Writing
61 Learning Centers
62 Open School Approach to Social Studies
Others_____

INDIVIDUALIZED INSTRUCTION:

63 Principles, Philosophy, Getting Started, and Classroom Organization: What is individualized instruction and how does it work? How to get started, and how classrooms can be organized to promote individual learning.
64 Record Keeping and Evaluation: What information should be kept? How recorded? What methods can be used to evaluate materials, student progress, and program effectiveness?
65 Learning Centers: What are they and how are they used?
66 Contracts: What are they and how are they used?
67 Open School Approach to Individualized Instruction
Others_____

SPECIAL PROGRAMS:

68 Cross-age tutoring and peer teaching-student learning teams
69 Inquiry training (Suchman program)
70 Behavior modification
71 Communication and Human Relations
72 Small group discussion techniques
73 Simulation and games
74 Programmed Learning
75 Self-Enhancing Education Program
76 Open space classrooms
77 Parent (teacher) Effectiveness Training
78 Piaget
79 Perceptual Motor Skills
80 Team teaching, planning
81 Auditory Perception
82 The Open School
83 Glasser Class Meetings
84 Writing Behavioral Objectives
85 Aides
86 Montessori
87 Student Teachers
88 Diagnostic Teaching Methods
89 Family Life Education
Others_____

AUDIO/VISUAL METHODS AND MATERIALS:

90 Materials Preparation: Preparation of flat pictures, maps, charts, posters, slides, transparencies, display materials, etc.
91 Tape Recordings: How to prepare and use tape recorded materials. Special effects.
92 Videotape: How to use videotape in the classroom
Others_____

HOME-SCHOOL COMMUNICATIONS:

93 innovative Conferencing
94 Alternative Reporting Procedures (Report Cards, etc.)
Others_____

PROFESSIONAL INFORMATION:

95 School Law
96 Making Board Policy
97 The Negotiation Process
98 The Changing Role of the Educator
Others_____

In the column at the left, place the corresponding numeral for the time(s) and method(s) which would generally be most convenient for you to participate in Inservice activities.

INSERVICE OPPORTUNITIES:

When:

____ 1 After School
____ 2 Evenings
____ 3 Saturdays
____ 4 February or April Vacations
____ 5 Week after School in June
____ 6 Week before Orientation in August
____ 7 Minimum Day
Other_____

How:

____ 1 Two hour minicourses
____ 2 Visitations
____ 3 Readings
____ 4 Recordings or Videotapes
____ 5 $1.00 Workshops (some materials provided)
____ 6 Multi-Session Course
Other_____

Arrangements may be made to receive one or two units of college credit through a college at a special rate of $6.00 per unit. Fifteen hours of inservice participation are required for each unit of credit. This year only, those who were working toward a unit last year may complete it this year.

Would you be interested in receiving college credit under such a plan?

____ 1 Yes
____ 2 No

Developed by Cupertino Education Association

(This form could easily be adopted for any level of school organization.)

MEETINGS

As you respond to the items in this questionnaire, focus on the regular meetings in which you participate with your fellow teachers or administrators in making major policy and program decisions about the system.

Consider what usually or typically happens at these meetings. For each of the items below, put one of the following numbers:

+3 This is very typical of these meetings.
+2 This is fairly typical of these meetings.
+1 This is more typical than not.
-1 This is more untypical than typical.
-2 This is quite untypical.
-3 This is not typical at all.

(For scoring. Leave blank.)

_____	1.	_____ When problems come up in the meeting, they are thoroughly explored until everyone understands what the problem is.
_____	2.	_____ The first solution proposed is often accepted by the group.
_____	3.	_____ People come to the meeting not knowing what is to be presented or discussed.
_____	4.	_____ People ask why the problem exists; what the causes are.
_____	5.	_____ There are many problems which people are concerned about which never get on the agenda.
_____	6.	_____ There is a tendency to propose answers without really having thought the problem and its causes through carefully.
_____	7.	_____ The group discusses the pros and cons of several different alternate solutions to a problem.
_____	8.	_____ People bring up extraneous or irrelevant matters.
_____	9.	_____ The average person in the meeting feels that his ideas have gotten into the discussion.
_____	10.	_____ Someone summarizes progress from time to time.
_____	11.	_____ Decisions are often left vague -- as to what they are, and who will carry them out.
_____	12.	_____ Either before the meeting or at its beginning, any group member can easily get items on to the agenda.
_____	13.	_____ People are afraid to be openly critical or make good objections.
_____	14.	_____ The group discusses and evaluates how decisions from previous meetings worked out.
_____	15.	_____ People do not take the time to really study or define the problem they are working on.

_____ 16. _____ The same few people seem to do most of the talking during the meeting.

_____ 17. _____ People hesitate to give their true feelings about problems which are discussed.

_____ 18. _____ When a decision is made, it is clear who should carry it out, and when.

_____ 19. _____ There is a good deal of jumping from topic to topic - it's often unclear where the group is on the agenda.

_____ 20. _____ From time to time in the meeting, people openly discuss the feelings and working relationships in the group.

_____ 21. _____ The same problems seem to keep coming up over and over again from meeting to meeting.

_____ 22. _____ People don't seem to care about the meeting, or whether to get involved in it.

_____ 23. _____ When the group is thinking about a problem, at least two or three different solutions are suggested.

_____ 24. _____ When there is disagreement, it tends to be smoothed over or avoided.

_____ 25. _____ Some very creative solutions come out of this group.

_____ 26. _____ Many people remain silent.

_____ 27. _____ When conflicts over decisions come up, the group does not avoid them, but really stays with the conflict and works it through.

_____ 28. _____ The results of the group's work are not worth the time it takes.

_____ 29. _____ People give their real feelings about what is happening during the meeting itself.

_____ 30. _____ People feel very committed to carrying out the solutions arrived at by the group.

_____ 31. _____ When the group is supposedly working on a problem, it is really working on some other "under the table" problem.

_____ 32. _____ People feel antagonistic or negative during the meeting.

_____ 33. _____ There is no follow-up of how decisions reached at earlier meetings worked out in practice.

_____ 34. _____ Solutions and decisions are in accord with the chairman's or leader's point of view, but not necessarily with the members'.

_____ 35. _____ There are splits or deadlocks between factions or subgroups.

_____ 36. _____ The discussion goes on and on without any decision being reached.

_____ 37. _____ People feel satisfied or positive during the meeting.

(Instrument developed by Cooperative Project for Educational Development - COPED. See Robert S. Fox, University of Michigan, Ann Arbor, for further information.)

How to Interpret the Results of the MEETINGS Instrument:

It is important for you to complete this instrument as well as ask your staff to complete it. You may find the differences small, or the differences may be very revealing to you.

In the column marked for scoring, enter the number directly with the sign in the left column. On those blanks in the scoring column which have a period following, change the sign that was given. See the example below:

+2	1.	+2
+2	2.	-2
+1	3.	-1
-1	4.	-1

Total the score for each instrument completed. There is no number gauge except for you to see the differences among faculty perceptions and yours by looking at the composite scores.

PERFORMANCE EVALUATION*

Name of Administrator Evaluated Hereon _____

School _____ Date _____

Name of Evaluating Teacher (optional) _____

*****Return this evaluation to your Association.* This evaluation is confidential. Your Association will make suggestions for improvement of school administration based on all evaluations received. Leave blank any item beyond your knowledge.

RATING SYSTEM. To the right of each descriptive item, write the number which in your opinion best describes your principal's performance according to the following system:

1. STRONG: Exceeds the requirements of the position.
2. SATISFACTORY: Meets the requirements of the position.
3. NEEDS TO IMPROVE: Performs below the requirements of the position.
4. UNSATISFACTORY: Performs greatly below the requirements of the position.
5. UNOBSERVED

Descriptive Items	Rating No.	Comments
1. Demonstrates leadership; stimulates participation.		
2. Provides clear and consistent direction.		
3. Is resourceful in coping with unexpected problems.		
4. Anticipates problems.		
5. Has good rapport with faculty.		
6. Maintains a rich, creative school environment.		
7. Supervises evenhandedly without favorites.		
8. Evaluates teachers only after sufficient observation.		
9. Directs operations for the convenience of teachers, not the office.		
10. Seeks to lessen the nonteaching burden of the faculty.		

*Note: This form is being utilized surreptitiously in some schools by teachers to evaluate the principal when the principal has not adopted some form of self and/or upward-evaluation.

Descriptive Item	Rating No.	Comments
11. Promotes respect for teachers among assistants, consultants, clerks, custodians, cafeteria workers, etc.		
12. Practices the conviction that administration is a service to instruction.		
13. Backs teachers in pupil discipline problems.		
14. Shows more concern with effective education than with public relations.		
15. Protects teachers from unnecessary classroom interruptions.		
16. Supports the professional judgment of teachers and promotes academic freedom.		
17. Encourages teacher initiative & innovation.		
18. Defends faculty against unwarranted attacks and criticism.		
19. Plans & conducts meaningful faculty meetings only as needed.		
20. Establishes schedules and efficient routines to meet faculty needs.		
21. Welcomes criticism; makes good use of it.		
22. Understands complex ideas; acts logically.		
23. Displays emotional maturity and stability.		
24. Exhibits sense of humor, is not vindictive.		
25. Is responsible and dependable in assisting faculty.		
26. Is an aid not a hindrance to pupil achievement.		
27. Makes books, supplies & equipment easily available to teachers.		
28. Fosters high faculty morale.		

Descriptive Item	Rating No.	Comments
29. Avoids a sterile military, by-the-book atmosphere among faculty and students.		
30. Promotes faculty harmony by discouraging spying and tale bearing.		
31. Settles grievances fairly.		
32. Exercises managerial influence so as not to discourage or undercut teacher negotiations or organizational activity.		
33. Conducts relations with higher administration in a manner which is not overly cautious or subservient.		
34. Respects teacher rights established by law or contract.		
35. Has established a firm trust-level between administration & faculty.		
36. Supports teachers with parents.		
37. Sets & maintains realistic discipline standards for pupils.		
38. Is sensitive to racial & ethnic needs of students and community.		
39. Promotes community cooperation & support.		
40. Is an aid not a hurdle to creative teacher projects.		
41. Spends school funds in the best interest of instructional progbam.		
42. Gives extra-duty assignments without favoritism or inequity.		
43. Gives recognition to achievements of individual teachers.		
44. Reprimands teachers only for just cause based on knowledge not heresay.		
45. Exercises administrative discretion in a manner which is not arbitrary, capricious, unfair or unreasonable.	84	

Descriptive Item	Rating No.	Comments
46. Provides teachers with assistance in becoming competent and successful in their assignment.		
47. Is firm, not domineering or vacillating in using authority.		
48. Genuinely involves faculty in setting school policy.		
49. Promotes a relaxed, open and adult atmosphere among staff.		
50. Keeps professional & personal confidences of teachers.		
51. Avoids make-work, such as excessive lesson plans or grade reports.		
52. Is respected by teachers.		
53. Is respected by students.		
54. Is respected by parents and community.		

OVERALL PERFORMANCE RATING_____

I recommend that _____

____be retained in service

____be discontinued in service

____be conditionally retained in service but that his work be evaluated with extreme care

REMARKS AND/OR SUGGESTIONS FOR IMPROVEMENT:

Optional:

_____
Evaluator's Signature

Number of years teaching at the school_____
in the district_____

Subject/Grade Level_____

(This form could be modified for other central office personnel.)

Cupertino School District Cupertino, California

ADMINISTRATOR EVALUATION OF AREA DIRECTOR

_____
Name of Person Being Evaluated

Instructions: You are asked to rate your Area Director on the following scale. Your rating will be anonymous. You do not need to sign the evaluation sheet. The results will be used by your Area Director to work toward improved effectiveness.

	Always or Usually	Some-times	Seldom or Never	Not Enough Information to Respond
1. Demonstrates an interest in what is happening in each school and program.	____	____	____	____
2. Stimulates the administrator to be creative in his work.	____	____	____	____
3. Makes wise assignments of responsibilities to each administrator to utilize special talents and provide the best program for the district.	____	____	____	____
4. Attempts to understand and help resolve administrators' professional problems.	____	____	____	____
5. Is readily available for consultation by administrators and makes them feel welcome to bring problems to him.	____	____	____	____
6. Studies implications before changing the programs.	____	____	____	____
7. Consults with administrators when developing new programs.	____	____	____	____
8. Understands and tolerates differences in point of view in his staff and community, where appropriate.	____	____	____	____
9. Works effectively with staff as a group to improve program.	____	____	____	____

		Always or Usually	Some-times	Seldom or Never	Not Enough Information to Respond
10.	Plans and conducts worthwhile administrators' meetings.	____	____	____	____
11.	Effectively resolves conflicts between administrators.	____	____	____	____
12.	Has the respect of administrators.	____	____	____	____
13.	Allows for appropriate amounts of administrator, faculty and student involvement in developing and evaluating plans.	____	____	____	____
14.	Creates an atmosphere of relationships conducive to high morale.	____	____	____	____
15.	Maintains high working standards for self and staff.	____	____	____	____
16.	Stimulates professional growth and development.	____	____	____	____
17.	Helps administrator to know whether or not he is doing a good job.	____	____	____	____
18.	Is sincere and consistent in dealing with staff.	____	____	____	____
19.	Has the respect of teachers.	____	____	____	____
20.	Takes prompt and appropriate action when a problem arises.	____	____	____	____
21.	Plans and implements a well-organized opening and closing of the school year.	____	____	____	____
22.	Explains clearly and is easy to understand.	____	____	____	____
23.	Does an effective job of interpreting district philosophy and policies to staff.	____	____	____	____
24.	Plans an appropriate role in resolving conflicts between administrators and teachers and between administrators and parents and students.	____	____	____	____

Comments:

LIVERMORE VALLEY UNIFIED SCHOOL DISTRICT
Livermore, California

Dear Colleague:

This is the year of needs assessment in the Livermore Valley Unified School District. Like all schools the Educational Services Division is engaged in its own needs assessment. The Educational Services Division is comprised of three Departments: Pupil Services, Elementary Education and Secondary Education.

The Departments of Elementary and Secondary Education are concerned with the effective administration of the schools and providing direction to the instructional program through the services of the two Directors, the Coordinator of Vocational Education, the Coordinator of the Instructional Materials Center, the Coordinator of Music and the Coordinator of Volunteer Services.

The Department of Pupil Services provides Psychological Services, Health Services, Pupil Welfare Services, Speech Therapy Services, and Special Education Programs such as E.M.R., E.H., and Title I.

In an effort to carry out its needs assessment the Educational Services Division and its various departments and services have developed a set of goals that the Division believes describes its function. In addition to these goals, several goal indicators have also been written to state more specifically the kind of activities that are carried out to achieve each goal.

We would like your help. Attached are assessment forms especially selected for your reaction. This form is designed to assess two areas: The current effectiveness of the Division/Department/Service in carrying out each goal and the importance of the goal. Because we are only sampling the entire staff, your response to these particular assessment forms will be of vital importance to us. If you feel that you "do not know" or that you have insufficient information on which to base an answer, please draw a horizontal line through the four columns in question.

If you feel that you would like to comment on any goal or goal indicator, or add a goal/goal indicator to the list, you may use the space at the bottom of the page or write on the back of the page.

The information received from this survey will be used in planning the services and activities of the Division for the years ahead.

Survey forms should be returned to my office on or before June 1, 1974, when they have been completed. You are being asked to respond to the assessment form for the Department of Secondary Education.

Thank you for your help.

Justin M. Bardellini

Justin M. Bardellini
Assistant Superintendent
Educational Services

Att.
5/16/74

Note: A separate form has been designed for each department in the Educational Services Division.

LIVERMORE VALLEY UNIFIED SCHOOL DISTRICT
Livermore, California

DEPARTMENT OF SECONDARY EDUCATION

POSITION: (Please Check)
Teacher_____
Other Certificated_____
Principal_____
Other Admin_____
Board Member_____

COLUMN I	PART I: The Department of Secondary Education NOW DOES the things in Column I				PART II: The Department of Secondary Education SHOULD DO the things in Column I			
	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent
GOAL 1 Service to Schools The Secondary Education Department will provide service to the schools to help them reach their educational goals and objectives.								
INDICATORS								
1.1 The Secondary Education Department will obtain information from teachers and school administrators regarding their needs.								
1.2 The Secondary Education Department will provide recommendations for program improvements.								
1.3 The Secondary Education Department will obtain information from school staffs on plans for their program improvements.								
1.4 The Secondary Education Department will provide needed personnel and financial resources.								
1.5 The Secondary Education Department will assist professional staff in the development of alternative educational programs.								

LIVERMORE VALLEY UNIFIED SCHOOL DISTRICT
Livermore, California

DEPARTMENT OF SECONDARY EDUCATION

POSITION: (Please Check)
Teacher_____
Other Certificated_____
Principal_____
Other Admin_____
Board Member_____

COLUMN I	PART I: The Department of Secondary Education NOW DOES the things in Column I				PART II: The Department of Secondary Education SHOULD DO the things in Column I			
	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent
GOAL 2 Instructional Program								
The Secondary Education Department will provide an articulated educational program from Grade 7 through 12 consistent with the educational goals of the district.								
INDICATORS								
2.1 The Secondary Education Department will work with professional staff in developing district guidelines for the instructional programs.								
2.2 The Secondary Education Department will provide on-going information regarding appropriate instructional materials.								
2.3 The Secondary Education Department will coordinate the selection of texts and other instructional meterials.								
2.4 The Secondary Education Department will provide for inter and intra-staff communication regarding instructional programs.								

LIVERMORE VALLEY UNIFIED SCHOOL DISTRICT
Livermore, California

DEPARTMENT OF SECONDARY EDUCATION

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Teacher_____
Other Certificated_____
Principal_____
Other Admin_____
Board Member_____

COLUMN I	PART I — The Department of Secondary Education NOW DOES the things in Column I				PART II — The Department of Secondary Education SHOULD DO the things in Column I			
	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent
2.5 The Secondary Education Department will assist school administrators in monitoring instructional programs.								
2.6 The Secondary Education Department will assist individual teachers' instruction by observing, making recommendations, and teaching demonstration lessons.								

LIVERMORE VALLEY UNIFIED SCHOOL DISTRICT
Livermore, California

DEPARTMENT OF SECONDARY EDUCATION

POSITION: (Please Check)
Teacher_____
Other Certificated_____
Principal_____
Other Admin_____
Board Member_____

COLUMN I	PART I: The Department of Secondary Education NOW DOES the things in Column I				PART II: The Department of Secondary Education SHOULD DO the things in Column I			
	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent
GOAL 3 Professional Growth The Secondary Education Department will develop, coordinate, implement and evaluate a professional growth program aimed at increasing professional competence of certificated staff.								
INDICATORS								
3.1 The Secondary Education Department will identify staff development needs and develop inservice training programs.								
3.2 The Secondary Education Department will provide all staff with information regarding appropriate and available staff development programs, workshops and conferences.								
3.3 The Secondary Education Department will arrange for visitations of staff members to observe other programs.								
3.4 The Secondary Education Department will provide financial resources for attendance at professional conferences and the development of district professional development programs.								

LIVERMORE VALLEY UNIFIED SCHOOL DISTRICT
Livermore, California

DEPARTMENT OF SECONDARY EDUCATION

POSITION: (Please Check)
Teacher_____
Other Certificated_____
Principal_____
Other Admin_____
Board Member_____

COLUMN I	PART I The Department of Secondary Education NOW DOES the things in Column I				PART II The Department of Secondary Education SHOULD DO the things in Column I			
	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent
GOAL 4 Articulation The Secondary Education Department will maintain an effective use of, and articulation with, other levels of education.								
INDICATORS								
4.1 The Secondary Education Department will be represented at appropriate county and state meetings.								
4.2 The Secondary Education Department will be represented on county and state curriculum and instruction committees.								
4.3 The Secondary Education Department will report to appropriate staff, information gathered from county and state sources.								

LIVERMORE VALLEY UNIFIED SCHOOL DISTRICT
Livermore, California

DEPARTMENT OF SECONDARY EDUCATION

POSITION: (Please Check)
Teacher
Other Certificated
Principal
Other Admin
Board Member

COLUMN I	PART I: The Department of Secondary Education NOW DOES the things in Column I				PART II: The Department of Secondary Education SHOULD DO the things in Column I			
	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent
GOAL 5 Evaluation The Secondary Education Department will evaluate all educational programs.								
INDICATORS								
5.1 The Secondary Education Department will work with school administrators and staffs to develop and carry out appropriate program evaluations.								
5.2 The Secondary Education Department will work with school administrators and staffs to identify areas in need of evaluation.								
5.3 The Secondary Education Department will make recommendations regarding appropriate evaluation design and evaluation instruments.								
5.4 The Secondary Education Department will carry out the evaluation of selected programs.								
5.5 The Secondary Education Department will provide leadership in follow-up activities.								

LIVERMORE VALLEY UNIFIED SCHOOL DISTRICT
Livermore, California

DEPARTMENT OF SECONDARY EDUCATION

POSITION: (Please Check)
Teacher_____
Other Certificated_____
Principal_____
Other Admin_____
Board Member_____

COLUMN I	PART I: The Department of Secondary Education NOW DOES the things in Column I				PART II: The Department of Secondary Education SHOULD DO the things in Column I			
	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent
GOAL 6 Community Support The Secondary Education Department will work toward community understanding and support of the educational program.								
INDICATORS								
6.1 The Secondary Education Department will provide appropriate information for release to the press, radio, and other mass communication media.								
6.2 The Secondary Education Department will make presentations at community gatherings such as P.T.A. meetings, service clubs and other organizations.								
6.3 The Secondary Education Department will serve as a member of ad hoc and advisory committees.								

LIVERMORE VALLEY UNIFIED SCHOOL DISTRICT
Livermore, California

DEPARTMENT OF SECONDARY EDUCATION

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Teacher_____
Other Certificated_____
Principal_____
Other Admin_____
Board Member_____

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	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent
GOAL 7 Policies and Procedures The Secondary Education Department will develop and update district policies and procedures for the educational program.								
INDICATORS								
7.1 The Secondary Education Department will identify needed policies or procedures.								
7.2 The Secondary Education Department will identify needed policy and procedure revisions.								
7.3 The Secondary Education Department will provide the leadership in the development and/or revision of appropriate policies and procedures.								

LIVERMORE VALLEY UNIFIED SCHOOL DISTRICT
Livermore, California

DEPARTMENT OF SECONDARY EDUCATION

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Teacher_____
Other Certificated_____
Principal_____
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COLUMN I	PART I: The Department of Secondary Education NOW DOES the things in Column I				PART II: The Department of Secondary Education SHOULD DO the things in Column I			
	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent
GOAL 8 Special Projects The Secondary Education Department will develop effective private, state and federally-funded projects related to the educational program.								
INDICATORS								
8.1 The Secondary Education Department will actively seek out and identify sources of available funds.								
8.2 The Secondary Education Department will provide all staff members with information regarding the availability and sources of funds.								
8.3 The Secondary Education Department will help in the preparation of project applications.								
8.4 The Secondary Education Department will monitor the implementation of funded projects.								
8.5 The Secondary Education Department will assist in the evaluation of funded projects.								

LIVERMORE VALLEY UNIFIED SCHOOL DISTRICT
Livermore, California

DEPARTMENT OF SECONDARY EDUCATION

POSITION: (Please Check)
Teacher_____
Other Certificated_____
Principal_____
Other Admin_____
Board Member_____

COLUMN I	PART I: The Department of Secondary Education NOW DOES the things in Column I				PART II: The Department of Secondary Education SHOULD DO the things in Column I			
	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent	To No Extent	To Some Extent	To a Great Extent	To a Very Great Extent
GOAL 9 Publications The Secondary Education Department will provide members with the appropriate district publications.								
INDICATORS								
9.1 The Secondary Education Department will identify needed district publications.								
9.2 The Secondary Education Department will develop or assist in the development of appropriate district publications.								
9.3 The Secondary Education Department will supervise the production and dissemination of district publications.								

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GOAL 10 Program Reporting The Secondary Education Department will provide the Board of Education and professional staff information regarding the educational programs.								
INDICATORS								
10.1 The Secondary Education Department will prepare reports with recommendations on curriculum development, articulation, in-service programs and program evaluation.								
10.2 The Secondary Education Department will disseminate information on available instructional material.								
10.3 The Secondary Education Department will disseminate information on current research in secondary curriculum and instruction.								

Other sources for Assessment Instruments:

ACSA Operations Notebook II, Early Childhood Education

Measuring Human Behavior, Lake, Miles & Earle, Teachers College Press - over eighty instruments are described.

Effecting Organizational Renewal in Schools, Williams, Wall, Martin and Berchin, McGraw-Hill.

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